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ABSTRACT

This three-volume annotated bibliography cites 986 articles covering a variety of issues related to preschool education in several Eastern and Western countries, including England, France, Italy, Russia, Czechoslovakia, and Germany, as well as the United States. Entries are classified into 13 main categories: social and ideological basis of preschool education, theoretical basis of preschool education, organization of preschool education, educators of preschool children, play, preschool teaching; care of health and physical education, social and emotional development/ethical education, speech and language education, intellectual development/intellect education, aesthetic education, education of children requiring special care, and environment surrounding the child (buildings, playgrounds, amenities, and facilities). (MP)

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OF 1978

PART I

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LIST OF LITERATURE

1. SOCIAL AND IDEOLOGICAL BASIS OF PRESCHOOL EDUCATION

1. BALCEREK, M.: O niektórych problemach wychowania przedszkolnego na świecie. /On some problems related to pre-school education in the world./ Ruch pedagogiczny, 20, 1978, No.1, pp.125-129.

This is a report on the 15th Congress of the World Organization for Preschool Education /OMEP/; it contains information about its organization, deliberations and agenda. It highly appreciates its results and formulates problems that preschool education faces in the world of today concerning the democratization of preschool facilities, their social role, future prospects of pre-school education, cooperation between public institutions and families and scientific research in the field of pre-school education.

Mi

2. IVANOVOVÁ, L.: Předškolní výchova v socialistických a kapitalistických zemích. /Preschool education in the socialist and capitalist countries./

Zdravotnická pracovnice, 28, 1978, No.10, pp.592-596.
2 photographs.

The authoress presents a brief comparison of facilities for children at the ages between three to seven years in the socialist and capitalist countries. Preschool education in the socialist countries is public and is run by school administration bodies. Educational work in preschool institutions is governed by mandatory material usually effective on the national scale. It is developed on the basis of the latest theoretical findings, confronted with practical experience and currently perfected.

Preschool facilities in the capitalist countries are usually run by the government, local authorities, Church, charity organizations. Consequently, their educational objectives usually differ to a great extent. Most of them do not use any material effective on a national scale which would guide their work in a specific direction. Main problems are related to learning and play, their nature and role played at preschool age. Trends of free education prevail in some institutions. The approach to school maturity also differs from country to country.

PO

1.1 Czechoslovak Socialist Republic

3. BERKOVÁ, K.: Tridsať rokov rozvoja jaslí. /Thirty years of creche development./

Predškolská výchova, 32, 1977-78, No.9, pp.241-242.

Before the Second World War, there existed three creches in Slovakia run by charity organizations. The increased economic activities of women after the year 1948 had resulted in the founding of creches on a larger scale. There were 780 places in creches in that year; in 1951, the number amounted to 9272. Creches passed over from the administration of the ministry of social security to the administration of the ministry of health care. The primary objective of that period was to raise the quality of creche work. Permanent medical supervision was established, the organisational statute of creches was published, as well as guidelines for cooperation clubs, the office of regional creche nurses was set up in individual regions, instructional creches were founded. Systematic in-service training of nurses was established.

In addition to separate creches, combined facilities in the form of creche-kindergarten were started in 1962.

Works creches have been in existence since 1948. The Government have dealt several times with the need of a more intensive development of works creches and have passed the necessary resolutions in this respect. Increased birth rate and increasing requirement of labour have resulted in intensified efforts to raise the number of places available in individual creches.

Fo

4. BRABLCOVÁ, V.: K návratnosti matek do zaměstnání.
/On mothers going back to work./
Děti a my, 8, 1978, No.2, pp.3-4.

The endeavour to harmonize the maternal and economic role of women brings about some problems in practical life. The pattern of a two-children family prevails in this country today. The negative aspect of this positive development is the increased tension in the balance of labour. The capacities of creches and kindergartens are persistently growing, yet the number of rejected applications is still too high. Women's equal position in the society is related to their active participation in the social production process. For that reason, such conditions must be created for women as would facilitate their going back to work.

Ku

5. CÍSAŘ, V.: Třicet let jednotné školy v Československu. /Thirty years of unified school in Czechoslovakia./

Učitelské noviny, 28, /81/, 1978, No.21, p.7.

The article reports on the speech delivered by the deputy minister of school education in the C.S.R., Professor V. Císař, dealing with an analysis of the thirty years' development of unified school in Czechoslovakia and the individual components of the project of the further development of the Czechoslovak system of school education.

Fn

6. ČEPIČKA, K.: Hlavní úkoly v příštím školním roce. /The major objectives to be met in the coming school year./

Učitelské noviny, 28, /81/, 1978, No.24, p.5.

The paper delivered by the deputy minister of school education in the C.S.R. reports in detail on the demanding objectives to be met by the system of school education both in the coming school year and in the future. Among other things, it also pays attention to nursery schools. A new concept of preschool education was introduced on 1st September 1978, involving a new comprehensive programme of educational work for creches and nursery sohcols. Methodological handbooks will also be published. The paper further deals with the restructuring of primary, secondary and apprentice school education, including teachers' education.

Rn

7. ČEPIČKA, K. - VLÁČIHOVÁ, M.: Nově v předškolní výchově. /The new concept of preschool education./

Predškolská výchova, 33, 1978-79, No.1, pp.1-2.

The programme of educational work designed for creches and kindergartens, introduced on 1st September 1978, represents another step on the road towards the implementation of the project of the further development of the Czechoslovak system of teaching and education. It reflects the new concept of preschool education; its objective is to develop, throughout the whole preschool period, in an all-round and harmonious manner, the child personality so that harmony may be achieved in children's education both in preschool facilities and in the family and a full use may be made of the potential of children's preparation for school attendance.

There are more than 10 000 nursery schools in Czechoslovakia today attended by over 580 000 children. Yet, the network of nursery school still does not provide enough places for all children of employed mothers. For that reason, the newly enforced Act on school facilities carries the necessary measures concerning the building of nursery schools by socialist organizations.

Fo

8. FRIDRICHOVÁ, E.: Výchovně vzdělávací zařízení v ČSSR ve školním roce 1977/1978./Educational and teaching facilities in the C.S.S.R. in the school year 1977/1978./

Socialistická škola, 19, 1978-79, No.1, pp.26-31.

The article carries statistical data concerning the numbers of kindergartens and the decreasing numbers of nurseries /kindergartens offer a higher standard of educational care to children/. It also contains data about primary schools, grammar schools, secondary vocational schools, apprentice schools and centres as well as colleges and universities.

Ku

9. HAVLÍN, J.: Cesta k rozvoji socialistické kultury a vzdělání v Československu. /The road to the development of socialist culture and education in Czechoslovakia./

Učitelské noviny, 28, /81/, 1978, No.2, pp.1-3.

The article reports on the paper delivered by the Secretary of the Central Committee of the Communist Party of Czechoslovakia, J. Havlín, at the national seminar convened on the occasion of the 30th anniversary of the February events. The paper was entitled The Road to the Development of Socialist Culture and Education in the C.S.S.R. From the Year 1948 up to the Present Day. J. Havlín pointed out the results of the democratization of culture, growth of colleges and universities, reported on the new stage of development of the socialist system of school education, mentioned the results of the consistent and purposeful efforts of the Communist Party of Czechoslovakia and the socialist government related to teaching and education which can be documented by a number of facts. The number of children going to kindergartens has increased nearly fourfold in the course of thirty years. Over 550 000 children at the ages between three and six years were placed in kindergartens as of 30th April, 1977. The number of primary school pupils was 1 882 971; an all-round development of primary schools has taken place, including the perfection of the material and technical equipment of the teaching and educational facilities. Twelve thousand new primary school classrooms have been built since 1948. After-school facilities and youth clubs with 316 000 pupils offer a suitable utilization of leisure time after school lessons.

Hn

10. IVANOVOVÁ, L.: K problematice rodinné a institucionální předškolní výchovy. /On the problems related to family and institutional preschool education./

Zdravotnická pracovnice, 29, 1978, No.3, pp. 142-145.

Creches have undergone both a quantitative and qualitative development in the last two decades. Attention has been turned from originally prevailing health aspects to psychological and

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pedagogical factors. Creches today are conceived as a complement to family care; the family should continue to constitute the main basis of emotional child life.

Po

11. JÍROVÁ, Z.: Mateřská škola a její společenské poslání. /Nursery school and its social mission./ Učitelské noviny, 28, /81/, 1978, No.5, p.12.

The authoress considers the contemporary conception of preschool education and the social mission of nursery school. The final report on the research into the new conception of teaching and education of children at primary school states that nursery school is considered the most effective preparation for school. Children who for various reasons cannot go to nursery school should get the chance of preparing for school in the preparatory departments in nursery schools as well as in the form of parent clubs and workshops, in some places also in preparatory clubs /classes and the like/ within primary schools where kindergarten teachers would work with these children /exceptionally also the future first-grade teachers/.

To secure the preparation of all children for school attendance, the ministry of school education of both the republics published at the beginning of the school year 1977/78 the principles of cooperation between nursery schools and parents of the children who go to nursery schools.

Hr

12. KRŇKOVÁ, A. - JÍROVÁ, M.: Zákon o jednotné škole a další rozvoj předškolní výchovy. /The Act on unified school and further development of preschool education./

Predškolská výchova, 32, 1977/78, No.8, pp.209-211.

The Act on Schools of 1948 decreed that nursery schools should become part of a unified system of school education.

The document entitled Further development of the Czechoslovak system of teaching and education of 1976 also contains the new concept of preschool education whose primary objectives are the following three aspects: 1. to strengthen the ideo-political orientation of preschool education, 2. to set up a uniform system of pedagogical influencing of children from earliest childhood, 3. to perfect the quality of educational work so as to be in keeping with the children's abilities and to facilitate children's preparation for school attendance. A Programme of educational work in creches and nursery schools has been developed, as well as ian implementation programme entitled the Principles of cooperation between nursery schools and the parents of children not attending nursery school.

Fo

13. Rekomendatsii vsyesoyuznogo syezda uchiteley.
/Recommendations of the All-Union congress of teachers./

Doshkolnoye vospitaniye, 1978, No.9, pp.15-17.

The Section of the All-Union congress of teachers for questions of public preschool education recommends all pedagogical teams to strengthen the ideo-political orientation of all their work and to perfect the methods of an all-round education of children. Educational and teaching work should be oriented on encouraging the children's independent work, building up an atmosphere of an attentive attitude to children, taking into account their individual specific features, raising the standard of the quality of pedagogical work, paying attention to self-education.

It is recommended to public education

bodies to set up such conditions as would facilitate all six-year old children to attend either nursery schools or preparatory classes within primary schools; to strengthen the continuity between the work in nursery and primary school, to strengthen the cooperation between nursery school and family. Scientific institutions are recommended to tackle some of the topical problems pertaining to pedagogy, psychology and physiology with the aim of defining more precisely and perfecting the curricula of educational work in nursery school, including the methods of work.

Pedagogical institutions, pedagogical schools and methodological centres are recommended to unite their efforts with respect to personnel for preschool education facilities and their further education and development of textbooks, methodological literature and teaching aids.

Fo

14. VLÁČIHOVÁ, M.: Projekt dalšieho rozvoja československej výchovnovzdelávacej sústavy. /The project of the further development of the Czechoslovak system of teaching and education./

Učební pomůcky ve škole a v osvětě, 1977/78, No.7, pp. 99-103.

The authoress, deputy minister of school

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education of the S.S.R., presents data in her paper about the methods of implementation of the project of the further development of the Czechoslovak system of teaching and education. She summarizes the changes and re-structuring of individual school types beginning with primary school up to universities and colleges. She also mentions the re-structuring of teacher education which will be implemented solely in universitites or collegės. She also presents data about the contemporary state of equipment of Czechoslovak schools with respect to teaching aids, didactic technology and other objects of school facilities viewed from the angle of needs of the new project.

Hn

1.2 Socialist countries

15. BUTESCHÖN, M.: Die Nikitins - ein Familienwunder?
/Is the Nikitins family a marvel ?/
Spielen und lernen, 1978, No.8, pp.6-11.

The article of the West German journalist reports on the visit in the family of the Nikitins in the U.S.S.R., who seem to be the most discussed family in the U.S.S.R. at present. It is a family with seven children from the small town of Bolshevo near Moscow, whose children are highly above the average standard of their peers as regards their mental and physical abilities. All the children went straight to either the second or third class, two of them finished the ten-year school at thirteen years of age, one at fifteen and completed university study in the course of three years. A whole number of IQ tests for adults demonstrate their above-average intelligence. Even physically they are adroit, manully skilled and natural as corresponds to their child age. It is of interest that they have practically never been ill. In their parents' opinion/the father is an engineer, the mother a teacher/, these children are not exceptionally gifted, only their potential abilities which are practically very similar in all children have been developed in the correct manner. The family can be characterised by an atmosphere of independence, creative activity and diligence, partnership between the parents and children, as well as constant challenge to one's abilities. The family is equipped with modern didactic material and toys with which the children have been in direct contact since their earliest age /such as cubes with numbers and letters, worksheets, maps, etc./. Part of the household is also a well-equipped gymnasium, concert room and workshop. The results are remarkable in several respects. The father, Boris Nikitin, presents his pedagogical views in a number of works which have been published in the U.S.S.R. since 1963. The authoress of this article has also prepared a more extensive monography dealing with the concept of early childhood education as conceived by the Nikitins.

Op

16. K 50-letiyu zhurnala "Doshkolnoye vospitaniye".

/On the 50th anniversary of the journal "Doshkolnoye vospitaniye" /Preschool Education/./

Doshkolnoye vospitaniye, 1978, No.1, pp.18-22.
1 photograph.

The journal was brought to life as a consequence of the rapid development of the network of nursery schools after the Great October Socialist Revolution, the need to perfect the quality of pedagogical work and to systematically generalise the best experience in this field. A collected volume was published for the first time under the title Doshkolnoye vospitaniye in the year 1928.

At the time of the Great Patriotic War, the journal aimed to contribute to the main objective of preschool education at that time, protection of the health and life of children; it used model examples to educate to love of the mother country and carried a lot of specialized material to facilitate the work of teachers.

The journal became a monthly in 1948. Scholars and teachers are its contributors. The journal helps to introduce the results of scientific research into practical life. A permanent column was introduced in connection with the introduction of preschool education into nursery school work in the year 1950, entitled Teaching and Education. Papers written by scientific and research workers published in the section Theory of Pedagogy tackle the topical problems related to practice and are oriented on the perfection of the teaching and educational process in nursery school. The section Family and Children is oriented on harmonising public and family preschool education.

All sections of the journal are oriented on practical assistance offered to teachers, the main reading body of the journal. In recent years, the following topics have been opened for discussion: What should a nursery school teacher be like ? The child in its first seven years, On literature for children, What should a nursery school be like ? The topic of village nursery schools appears regularly four times a year on the journal pages.

The circulation of the journal was 3 000 copies in the year 1928. Today, its circulation is 70 000 copies.

Po

17. KUZINA, V.: O Vsesoyuznom soveshchanii. /On the All-Union meeting./

Doshkolnoye vospitaniye, 1978, No.5, pp.29-32.

This is a report on the All-Union meeting concerned with the questions of public education of children. The system of preschool education which has been built in the course of sixty years fully meets the requirements of both the public and family interests and provides for the all-round development of children and their preparation for school attendance. The main objective is to increase the number of places in preschool facilities, particularly in villages. The quality of educational work should also be perfected; the development of the Soviet pedagogical science will contribute in this field. It is necessary to tackle the problem of shortage of qualified teachers, raise the standard of specialized preparation of pedagogical and medical personnel, lay more emphasis on inspection which should become more operative, differentiated.

Representatives of individual union republics and ministries appeared in the discussion. Some of their papers are published in the journal.

Fo

18. MONNE, G.: En Pologne. /In Poland./

L'Education Enfantine, 1978, No.4, pp.19-20, No.5, pp.25-26.

The authoress of this article, nursery school inspector, participated in the XVth Congress of O.M.E.P. in Warsaw in 1977. She used this ocassion to take part in visitations in nursery schools both in the Polish capitol and in some other regions. She describes the equipment and activities of the nursery schools she visited. She was especially impressed by the quality of care of the children, equipment and use of gardens, as well as the hospitable reception on the part of the staff of the Polish nursery school. No.5 carries a detailed description of the House of Young Children in Warsaw and a medical care facility in the spa Rabka.

Mi

19. OLSZEWSKA, B.W.: Nierówne szanse. /Unequal chances./

Przyjaciel dziecka, 21, 1978, No.11, pp.1-3. 3 photographs.

The authoress asserts that the chances of village children markedly lag behind those of children living in towns. She demonstrates this assertion by data about the significantly worse health condition, considerably fewer school facilities, entertainment amenities, lower cultural standard of parents and more work duties. Even though the situation has improved to a great extent in the last decades, there still exist big differences between the urban and rural conditions.

Bu

20. RYZHOV, A.: Kuyem my schastiya klyuchi. /We are forging the keys to our happiness./

Doshkolnoye vospitaniye, 1978, No.3, pp.7-10.

This is an introductory article assessing the achievements of the U.S.S.R. in the economic and social spheres. The number of children attending preschool facilities in the R.S.F.S.R. amounted to 52.1% in 1977 as compared with

50.8% in the year 1976. There are about 2621 preschool facilities in Moscow. Another 88 newly built creche-nursery schools will be added in the year 1978.

Fo

21. Sovietská škola, opora KSSZ. /The Soviet school supports the policy of the Communist Party of the Soviet Union./

Predškolská výchova, 33, 1978/79, No.2, pp.61-62.

This is a report on the IIIrd congress of teachers in the U.S.S.R. held in June 1978 which assessed the contribution of teachers to the development of an advanced socialist society and outlined further objectives in the field of school education.

Fo

22. SHUSTOV, A.: Detskiy sad - nachalnoye zveno narodnogo obrazovaniya. /Nursery school - first link in the chain of popular education./

Doshkolnoye vospitaniye, 1978, No.1, pp.3-8.
1 photograph.

Preschool education became the first link in the chain of popular education after the Great

October Socialist Revolution. The network of preschool facilities was expanded even at the time of the Patriotic War. At the end of 1944, 1.185.500 children attended nursery schools in the R.S.F.S.R. Today, this number has amounted to 7 million. Preschool facilities closely cooperate with families and provide for an all-round harmonious development and education of children and prepare them for school education. The curricula of educational work define the scope of the physical, moral, intellectual and aesthetic education in all age groups of nursery school taking into account the age and individual specific features of children. The curricula also define the extent of children's preparation for reading and writing. Mathematical occupation is used to teach children to count up to ten, to get acquainted with shapes and sizes.

Preparation for school attendance is based on an all-round development of children and is implemented gradually, systematically, in all age groups in nursery school.

Fo

23. UMAROV, M.: Doshkolnoye vospitaniye v Checheno-Ingrushskoy ASSR. /Preschool education in Checheno-Ingrushskaya A.S.S.R./

Doshkolnoye vospitaniye, 1978, No.5, pp.24-25.

Preschool education started to develop in this autonomy republic only under the Soviet government. The first nursery school was founded in the year 1928. The parents had to be convinced first about the advantages of preschool education. Today, there are 324 facilities attended by more than 30 000 children. A characteristic of the work of preschool facilities is the preparation of children of non-Russian nationalities for school attendance, for according to the parents' wish Russian is taught from the first class in primary school. With systematic work, it is possible to prepare for Russian language teaching all children of non-Russian nationality, even those who, on coming to the nursery school, cannot speak any Russian at all.

Fo

24. **VENZHIK, L.** : Obshchestvennoye doshkolnoye vospitaniye v Ukrayinskoy SSR. /Public preschool education in the Ukrainian S.S.R./

Doshkolnoye vospitaniye, 1978, No.5, pp.26-29.

A broad network of preschool facilities has been established in the course of the sixty years of the Soviet government in the Ukrainian S.S.R. Today, there are 20 000 preschool facilities attended by over 2 million children. 49.9% children of relevant ages will attend preschool facilities in the year 1980. State and cooperative agricultural farms cooperate in founding nursery schools. The questions related to the development of preschool facilities are solved by the ministry of education in cooperation with other relevant ministries. A system of administration and control of the educational and teaching work of preschool facilities has been set up. Scientific-practical conferences are organised regularly to discuss specific topics with the participation of scholars and practical workers. A system of further education of preschool workers has been established, too. Further education of head-mistresses of preschool facilities was transferred to the departments of preschool pedagogy within pedagogical institutes in the year 1978. The main objective of the activities of methodological centres is to generalise and put into practice the best experience acquired in this field. These centres, together with scientific and practical workers, have recently prepared for publication 25 works making up the edition "Reference library of preschool workers".

Po

1.3 Capitalist countries

25. BERTHOZ-PROUX, M.: Langue maternelle et développement des enfants de migrants. /Mother tongue and the development of immigrant children./

L'Education Enfantine 1978, No.7, pp.12-14.

Immigration to France means that more than one million foreign children attend French schools. This problem is tackled by ministerial decrees No. 75-148/1975 and No. 76-128/1976. The author of this article summarises experience acquired in the education of Spanish, Portuegese and Yugoslav immigrant children in nursery schools. It mentions both the results of education in children and cooperation between teachers and parents.

Mi

40

26. ROBASCH, M.: *Respecter l'enfant.* /Respect for the child./

L'Education, 1978, No.341, pp. 4-6.

There are about 600 000 mothers with 2.400.000 children under three in France today. What are their problems, what means are made available for them, what care is extended to their children, these were questions asked at a meeting discussing the general situation of young children in France. In addition to some figures, the article also contains the views of the participants concerning the creches or nursery schools used by them.

Pár

27. *Due culture in Europa ?* /Two cultures in Europe ?/

Scuola materna, 65, 1978, No.15, pp.1005-1012.

The article, as reproduced in the journal European Community, presents a sociological analysis of the situation prevailing in individual European capitalist countries and the consequences of economic contrasts with respect to the way of life of individual social strata. It also mentions the differences between urban and rural way of life. In general, it is a pessimistic analysis of the industrial society, especially with respect to the influence of the society on the family and changing way of life.

Hoff

28. Goverment rejects the local authoritty formula.

Education, 151, 1978, No.5, p.98.

Local authorities proposed the legalization of the setting up of joint commissions for education of children under five. The Government suggests instead to maintain the existing situation, i.e. joint advisory commissions subordinated both to the school education commission and social welfare commission. Special commissions for the eudcation of children under five would interfere in some of the existing important links, such as between nursery and primary schools and services for children and the family as a whole.

Bu

29. HOULLON, A.M.: Einseignement et hiérarchie des valuers. /Teaching and the hierarchy of values./
L'Education Enfantine 1978, No.8, pp.7-9.

This is an editorial dealing with the objectives of nursery school in France. The authoress analyzes the notion of "culture" as the initial value in child education.

MH

30. KURBATOVA, R. - VOSKRESENSKAYA, N.: Postanovka doshkolnogo vospitaniya v SSHA. /The status of preschool education in the U.S.A./
Narodnoye obrazovaniye , 1978, No.4, pp.91-93.

More and more attention has been paid to the preschool education of children in the U.S.A. in recent years. The interest of American scholars is also focused on preschool education in the U.S.S.R. Emphasis is laid on the development of child cognitive abilities. Twenty-five percent children attend kindergarten today, as compared with the situation ten years ago when it was only 10% children at the ages between three to five. There are just a few creches for children under three. Great efforts are devoted to the preparation of children for school. Work with five-year old children involves, in addition to teaching the mother tongue and mathematics, also physical training lessons, art, musical and crafts lessons. The results of testing first- and second- graders demonstrated that children who had undergone this preparation did better at school than those who had not. A television programme has also been prepared oriented on the preparation of children for school attendance.

Ku

31. VAN LOON, F.: Retentissement social sur les incidents de grossesse en Belgique. /The social response to the incidence of pregnancy in Belgium./

L'Enfant 1978, No.6, pp.421-434.
26 refs.

This is a scientific study dealing with pregnancy as a demographic, medical and social problem. It presents evidence of the state of care of pregnant women in Belgium and points out to numerous literature devoted to this question in the Netherlands.

Mi

32. MACIETI, S.S.: A quale eta iniciare l'obbliga scolastica. /When to start obligatory school attendance./

Scuola materna, 66, 1978, No.5, pp.269-272.

This is a reflexion on the problem when to start obligatory school attendance. It does not constitute an easy problem, both in Italy and the whole of Europe. It represents a pedagogical, social and political problem. The authoress is in favour of obligatory school attendance starting at five years of age, but in nursery school and in cooperation with elementary school teachers. Nursery school still lays most emphasis on the education and development of child personality; for that reason, obligatory school attendance in elementary school would lead to an educational risk, emotional deprivation, etc. The authoress points out that school maturity does not only mean the maturity of the intellect, but of the personality as a whole and the readiness and desire to learn.

Hoff

33. MRÓWCZYŃSKA, M.: Z wizyta w przedszkolach Paryża. /Visiting in preschool institutions in Paris./

Wychowanie w Przedszkolu, 31, 1978, No.5, pp.240-244.

The authoress presents a very positive report on her visit in Paris, where she was especially impressed by modern and spacious buildings, up-to-date methods of education and the fact that there did not exist a mandatory teaching programme binding for all, but that every teacher herself planned occupation with children and was responsible herself for her program to nursery school inspectors.

Bu

34. NATFHE says retrain the jobless teachers.

Education, 151, 1978, No.6, p.116.

NATFHE stands for the National Assotiation of Teachers of Further and Higher Education. This assotiation, being aware of the problems related to preschool children, recommends to local authorities to make use of jobless teachers - particularly of those who have some qualifications for work in nursery school and to give them chances to become active again. Where necessary, they should get relevant training. Some visiting teachers could help with organising games and at the same time strengthen the educational element in nursery school activities.

Bu

35. NORDHOFF, I. - SCHULZ, W.: Hat die Regierung unsere Kinder vergessen? /Does the Government think of our children? /

Spielen und lernen, 1978, No.9, pp.9-12.

This is an interview prepared by the journal Spielen und lernen on the ocassion of the 10th anniversary of founding this periodical, with Dr J. Schmud, state minister for education and science.

The journal recalls the grandiose prospects of preschool education and teaching as outlined at the beginning of the 1970's and asks what conditions have been provided for the implementation of these objectives. The minister recapitulates specific facts contributing to the implementation such as the fact that in the year 1980 places in kindergartens will be secured for all five-year old children/ if their parents decide to send them to kindergarten, but there will not be obligatory attendance from five years /and for 70 percent of three- and four-year old children. As regards research into the effects of preparation for school within kindergarten, preparatory classes within primary school and special kindergartens oriented on children's preparation for school attendance, the conclusion has been reached that it is kindergarten that is best suited to the specific features typical of this particular age whose methods of work can be further perfected as well as the training of staff in this field. The further development, therefore, foresees the expansion of kindergarten in the first place.

Op

36. Research planned before provision for the 1980s.

Education, 151, 1978, No.8, p.156.

The article deals with the education of preschool children. The existing experience indicates that in the decision-making process with respect to the education of preschool children it is necessary to consider what is going to happen to them in the years to come and to follow up all infuuences children are exposed to at the ages between three to eight years. The National Foundation for School

Education Research plans three extensive research campaigns which should be completed and assessed by August 1980. The topics are the following: Continuity of child experience at the ages between three to eight, Transition and continuity in early age education: a developmental project, Transition from home to school facilities for childrenof preschool age.

Bu

37. SPINI, S.: Il bambino di cinque anni a scuola : materna o elementare? /Five-year old children in school: nursery or primary?/

Scuola materna, 66, 1978, No.6, pp.345-347.

The author reports on research carried out on the initiative of the ministry to tackle the problem what to do with five-year old children's talents in a qualified manner as early as at the age of three-to six years, yet to offset individual differences at five years of age at the latest. These individual differences can occur also due to differences in stimuli in the family environment. The author is in favour of sending five-year olds to nursery school and admits that this is rather a social problem since it means to find places in nursery school for 850 000 five-year old children.

Hoff

2. THEORETICAL BASIS OF PRESCHOOL EDUCATION

38. BRUNN, U.B.: Nya riktiningar säxer ur gamla pedagogiska former - ansvarspedagogiken - nå gra grunddrag. /New forms grow upon the foundation of old pedagogical forms - education to responsibility - a principal characteristic./

Förskolan, 6, 1978, No.1, pp.10-14.

There have occured many changes in the approach to the education of preschool children in the last thirty years. The author points out to new situations contemporary children find themselves in and to the necessity to get children used to work and work principles. Nursery school makes it possible for children to participate in specific cleaning activities, to solve problems on their level which they may encounter in real-life situations. For the time being, this approach cannot be considered a method, rather an experiment of the nursery school in Uppsala.

Hai

39. MEAD, D.E.: Six Approaches to Child Rearing.

Provo, Brigham Young University Press 1976. 141 pages.
Reviewed by: KOOPMAN, E.J. Childhood Education,
54, 1978, No.5, pp.265-266.

The author attempts to interpret various personality theories, to apply them to phenomena related to child growth and development and deals with the application of these theories in educational practice.

He classifies these theories into six spheres according to schools, i.e. into the following: psychoanalytical, developmental, socio-theological, cognitive-developmental, existentio-phenomenological and behavioural approaches.

Hn

2.1 General problems

40. ABBADIE, M.: L'année internationale de l'enfant. /The international year of the child./

L'Ecole Maternelle Française, 1978, No.7, pp.2-3.

This is an article written on the occasion of the International Year of the Child. It recalls the importance and objectives of this world-wide campaign, which serves as an impetus for reflexion and the redressing of shortcomings in the education and living conditions of children. The authoress points out that in addition to pedagogical questions attention should be paid to the living conditions of children and efforts should be directed at meeting their physical and mental needs. It would be desirable to strike up a balance between the school work and leisure time of children.

Fi

41. BECKMANN, H.K.: *Die Verleugnung des Kindes in der Pädagogik.* /Ignoring the rights of children in pedagogy./

Westermanns Pädagogische Beiträge, 30, 1978, No. 4, pp.150-155.
21 refs.

In connection with the problems related to the school reform, this reflexion deals with the status and rights of children. The principal concepts are defined, as well as pedagogical criteria; the author also points out to the possibility of harming the child status by a misconception of scientific pedagogy.

Val

42. BOLSCHO, D.: *Untersuchungen zur Wirksamkeit von Vorschulerziehung und ihre pädagogischen Konsequenzen.* /Investigation of the effectiveness of preschool education and its pedagogical consequences./

Westermanns Pädagogische Beiträge, 30, 1978, No.9, pp.356-360.
40 refs.

These are critical comments on the final report on the experiment with the introduction of a "pre-class" in a nursery school /preschool education/. The experiment was based on the parallel assessment of pedagogical achievements in 50 randomly selected nursery schools and 50 "pre-classes" organizationally connected with a primary school.

Val

43. DELLETTRE, E.: Les activités manuelles. /Manual activities./

L'Ecole Maternelle Belge 1978, No.4, pp.149-150. 4 refs.

The author states in his brief paper that contemporary nursery school is turning more and more into preparation for primary school and becomes intellectualized. A counteraction to this, for many children premature, intellectualization, is orientation on manual activities. The author quotes J. Piaget's statements /"Roots of thinking should be found in activities"/, H. Berre's /"The hand and speech - this is humanity"/, F. Fröbel's and others and calls for maintaining an equilibrium in nursery school between the activities of the hand and the intellect.

Wi

44. KRZYSZTOSZEK, Z.: System opieki i wychowania małego dziecka - problemy badawcze. /The system of care and education of young children - theoretical problems./

Wychowanie w Przedszkolu, 31, 1978, No.5, pp. 227-232.

The authoress deals with the problems related to the accelerated development of children today, the intellectual and emotional perception of various spheres of life in children of various age groups, the mutual relationship between intellectual and emotional perception. She derives conclusions based on general considerations how to organize the educational process so as the escape the risk of making use of exclusively adaptative educational means and at the same time the excessive fetishization of spontaneity.

Bu

45. MENCARELLI, M.: Linee essenziali di une ricostruzione della pedagogia dell'infanzia e dell'educazione prescholastica. /The principal lines of the reconstruction of child pedagogy and preschool education./

Scuola materna, 65, 1978, No.17, pp.1109-1130.

The author points out that further development of pre-school education should not be cut off from family education which constitutes the basis of child education, should cooperate with nursery school and represent an important source of information about the child. No ideologies should be allowed to interfere with the development of child personality. The author points out to the progressive traditions of the Italian system of school education - M. Montessori, the Agaze sisters and also to individual trends abroad. He mentions the Magna Charta and children's rights to a happy childhood.

Hoff

46. MUSIL, J.: K novým zákonům upravujícím školství. /Concerning the new Acts defining the system of school education./

Otázky defektologie, 21, 1978-79, No.4, pp.147-156.

The Act on School Facilities as adopted on 26th June 1978 by the Czech National Council deals with preschool education. The Act defines the following types of preschool facilities: creches, nursery school, combined facility creche-nursery school and child care centres. The provisions of § 5 chapter 1 mention that priority should be given to accepting children to nursery school that have achieved minimum five years of age. The Act further defines the institution of the so-called preparatory departments as a suitable form of pre-school preparation of those children that for various reasons cannot regularly attend nursery school. The Act also mentions the founding of new preschool facilities and meeting the expenses.

Ba

47. SEDLÁČKOVÁ, J.: Pěkný vstah především. /A positive attitude in the first place./

Učitelské noviny, 28/81/ 1978, No.14, p.7.

The authoress considers in her article some problems related to choosing the teaching profession, including the moral and personality traits expected from the graduates from pedagogical schools and faculties specialized in preschool education. She points out that girls who intend to study at a pedagogical school should realize as early as when choosing the teaching profession that their future jobs will place very big demands on their work.

Hn

48. TUSZYŃSKA-CHECHLACZ, B.: Jak powstaje nasze czasopismo. /How our journal is made./

Wychowanie w Przedszkolu, 31, 1978, No.11, pp. 540-544.
10 photographs.

This is an interview with the technical editor of the journal "Wychowanie w Przedszkolu", Mr Grodzicki, and the personnel of the publishing and printing house about the making of this journal.

Bu

49. YULA, P.: Pédagogie par objectifs. Apprentissage de comportements, en situation. /The pedagogy of objectives. Training of behaviour in particular situations./

L'Ecole Maternelle Française 1978, No.4, pp.7-12, No.5, pp.5-8, No.6, pp.8-14, No.8, pp.10-15.

These articles are a continuation of the series of papers published in the year 1977. In No. 4, the author deals with problems related to written speech in nursery school. He analyses them from the socio-affective, cognitive and psychomotor points of view /relationship between reading and writing, perception, structure of space, pace-rhythm, graphic ability/. In No.5, the author deals with problems arising in the initial phases of mathematics classes. He analyses the initial situations of learning and its objectives in the period prior to numerical teaching and with respect to coping with space. No. 6 carries the principal pattern of the educational process /1. task, 2. components of the task, 3. prerequisites of its implementation, 4. achievement, 5. learning situation/, plan of the teaching process and plan of the analysis of the teacher's work. These articles dealing with the pedagogy of objectives are published as auxiliary material from the ministerial decree concerned with the pedagogy of objectives of 2nd August, 1977. In No.8, the author demonstrates that the implementation of the pedagogy of objectives will require a new approach to the layout of a nursery school in the form of classrooms - laboratories. In conclusion, he presents tables facilitating the evaluation of the behaviour of children in the department of youngest children /2-4/, middle age /4-5/ and oldest children /5-6/.

Mi

2.1.2 The psychological aspect

50. MacCLINTON, B.S. - MEIER, B.G.: Beginnings: Psychology of Early Childhood.

St.Louis, The C.V. Mosby 1978, 382 pages, 9 figs.
Reviewed by: Childhood Education, 54, 1978, No.5, p-263.

The publication is focused on the preschool child and the child in its first years of life. The discussion presented in the work offers a firm basis for the application of psychological principles and investigates all major topics and processes including intelligence, perception, language development, personality development, social development and development of the sexual role.

Hn

51. HEWSON, S.: Inferential Problem Solving in Young Children.

Developmental Psychology, 14, 1978, No.1, pp.93-98.
15 refs.

According to the results obtained in some surveys, children under seven to eight years of age were not able to solve a new problem by mentally combining separately learned segments of behaviour. The above survey was based on the hypothesis that the failure of young children was not based on their incapability of cognitive combination, rather on their not having adequate information about the individual segments to be combined. This hypothesis was verified by means of experiments where 40 children at the ages between five to six years had to face problems that could only be solved by the cognitive combination of two segments of behaviour learned separately in the initial phase of the experiment. The results of this experiment verified the initial hypothesis.

Od

52. LEWITTES, D.J. - ISRAEL, A.C.: Maintaining Children's Delay of Gratification through Other-Oriented Consequences.

Developmental Psychology, 14, 1978, No.2, pp.181-182.
15 refs.

The investigation is based on Mischel's model of processes taking place during the delay of gratification. The objective of the investigation was to find the effect of the delay of gratification through other-oriented consequences. The subjects were 48 children /average age 5.8 years/; each of the three experimental groups was familiarised with one of the three kinds of consequences the delay of gratification could have for others. The children were informed that a/ their behaviour would have consequences for other unknown children, b/ their behaviour would have consequences for their fellow-pupils in their class, c/ other children would learn about their responsibility for these consequences. In addition to finding the length of delay of gratification, a set of various personal characteristics was investigated in each child. The results of these experiments proved that the consideration of the consequences of the delay of gratification with respect to other children greatly influenced the delay of gratification as compared with the child believing that the delay of gratification would only have consequences for the child itself.

Od

53. MARTINEZ, G.: Psychologie de l´enfant de 2-7 ans. /The psychology of the child between two to seven years of age./

L´Ecole Maternelle Française 1978, No.2, pp.27-30.
5 refs.

The article popularises the psychological findings about the development of preschool children as interpreted by psychoanalysis. It is focused on intelligence build-up, physical and mental adaptation and relationship between child egocentrism and socialisation. Special attention is devoted to affectivity and the role played by adults in its development.

Mi

54. POSPISZYL, K.: Róźnice psychologiczne między dziewczętami a chlopcami. /Psychological differences between girls and boys./

Psychologia wychowawcza, 21 /35/, 1978, No.2, pp.135-149.
1 table, 6 charts, 31 refs.

The author summarizes research into psychological differences between the sexes emphasizing the process of teaching and education. He deals with differences in the response to sensory stimuli /better hearing perception in girls and visual perception in boys/, differences in intellect types /verbal intelligence, spatial orientation, explorative behaviour/, differences in the intensity and forms of aggressive expression and social behaviour.

Bu

55. YONAS, A./ OBERG, CH. - NORCIA, A.: Development of Sensitivity to Binokular Information for the Approach of an Object.

Developmental Psychology, 14, 1978, No.2, pp. 147-152.
1 chart, 15 refs.

The experimental research investigated the development of sensitivity to stereoscopic information about the approach of an object to a very close proximity of a child. The data were processed by a special experimental equipment in 12 babies 14 weeks old and in 12 babies twenty weeks old. The aim was to compare the babies´ response to both stereoscopic and nonstereoscopic information about depth.
The babies´ responses were recorded by a videotape recorder and analyzed to determine to what an extent they contained visual convergence, reaching for an approaching object and avoiding

collision with it. It was proved that visual convergence was present in all the babies, yet only twenty-week old babies responded to binocular information about depth by reaching for an approaching object and expressing protective responses at the moment of the risk of a collision with the object.

Od

2.1.3 The sociological aspect

56. BEST, P.: L'accueil des enfants étrangers a l'école maternelle. /Accepting foreign children to nursery school./

L'Education enfantine, 1978, No.5, pp.7-9.

The authoress discusses in her article some problems arising due to the presence of foreign children in nursery school. In addition to language problems, this is particularly the problem of adaptation to a new environment. Experience proves that it is not desirable if only one foreigner is accepted to a class, neither if more immigrant children make up a separate group. As regards the adaptation of a child of foreign nationality, the teacher should play the role of an intermediary in the initial phase; she should establish contact with the child, gradually introduce it to the other children's team and give it the chance of playing on its own. The article contains examples of activities from several nursery schools and is concluded by a poem written by an African boy.

Vi

57. PLAISANCE, E.: Les objectifs de l'école maternelle selon des institutrices. /Nursery school objectives in the opinions of their teachers./

L'Education enfantine,1978, No.5, pp.15-17.

The article contains a brief report on the sociological survey carried out in nursery schools. The objective was to find what goals should be fulfilled by nursery school in the opinions of their teachers. The starting point of the investigation was the hypothesis that the concept of the objectives of nursery school changes according to the class character of the institution where the teacher is active. The investigation indicated the following objectives as conceived by the nursery school teachers: 1. child socialization, 2. preparation for school, 3. child emotional balance, 4.offsetting of family shortcomings, 5. general development of child personality, 6. development of manual, physical and intellectual aptitudes of the child, 7. discipline, 8. mother substitution. The survey verified the correctness of the hypothesis. It also indicated that it would be desirable to extend its scope to obtain more data which would facilitate the reconciliation of the disharmony between school and family and between the teachers' objectives and the parents' requirements.

M1

2.1.4 The biological aspect

58. DREVON, S.: Nous lirons demain. /We are going to read tomorrow./

Brussels,Labor 1978.
Reviewed in: L'École Maternelle Belge 1978, No.5,
p.241.

This is a book containing reflexions and data related to the problems arising in contemporary education, both in the family and in nursery school and primary school. It discusses and defines in a popular form some principal questions of the pedagogical theory and educational practice.

Mi

59. GUILLON, J.: A propos des communications non-verbales. /On nonverbal communications./

L'École Maternelle Française, 1978, No.4, pp.17-32.
19 refs.

This is a scientific paper concerned with the biology of child behaviour. Nursery school children were investigated to find the physiological changes in the suprarenal gland during the day as related to the children's behaviour. The hormonal changes affecting the children's behaviour were analyzed. On the basis of this analysis, pedagogical conclusions were derived with respect to the teacher's work both with individual children and groups of children.

Mi

60. HODROVÁ, J.: Rozbor ponovorozenecké úmrtnosti v okrese Kladno v letech 1970 až 1976. /Analysis of post-neonatal mortality in the district of Kladno in the period 1970-1976./

Československá pediatrie, 33, 1978, No.9, pp. 547-549.
1 table.

The authoress focused her research on socio-

68

medical problems which may negatively affect infant mortality at post-neo-natal age. Most frequent deaths in the set of 103 infants occurred due to inborn developmental defects /especially cardiac/, respiratory diseases and the syndrome of sudden infant death. The investigated set showed a predominance of infants with a low weight at birth, illegitimate infants and Gipsy infants with bad family care. The post-neonatal mortality of Gipsy infants amounted to 32% and was almost seven times higher than that of the other infants.

MI

2.2 Methodology; research

61. BĚLINOVÁ, L.: Zkušenosti se studijního pobytu v SSSR. /Experience from my study stay in the U.S.S.R./

Predškolská výchova, 33, 1978/79, No.3, pp.88-90.

The authoress reports on the structure, organization and orientation of scientific work in the Scientific research institute of preschool education of the Academy of pedagogical sciences of the U.S.S.R. in Moscow and her experience from her five-month study stay.

Fo

62. BURE,R. - REPINA, T.: Nauka praktike. /Science for practice./

Doshkolnoye vospitaniye, 1978, No.1, pp.79-82. 2 photographs.

This is a report on the activities of the moral education laboratory of the Scientific research institute of preschool education. The main objective of the laboratory, i.e. the shaping of the moral profile of three- to seven-year old children, is focused on the following aspects: 1. clear definition of the content of moral education, 2.definition of the role and specific features of different kinds of activities in the shaping of moral images, emotions and habits of behaviour, 3. investigation of the mutual relations existing between children.

The partial results of the work of the laboratory are systematically published in the journal Doshkolnoye vospitaniye. A number of methodological handbooks have been published generalizing these results and findings and facilitating their application in the practical work of preschool facilities.

Fo

63. FONAREV, A.: Nauka - praktike. /Science for practice./

Doshkolnoye vospitaniye, 1978, No.1, pp.85-87.
1 photograph.

This is a report on the work of the laboratory of the moral and intellectual education of young children of the scientific and research institute of preschool education. The objective of the laboratory is to define optimum pedagogical conditions for the education of young children. In the first place, the nature of orientation activities is investigated including such ways of child activities which are not related to biological needs and which can serve as a basis for the child's establishing contacts with external environment, adults and other children.

The aim of the laboratory is also to investigate the motives of sensory and tactile activities of children in relation to the shaping of their emotional sphere, development of thinking, its genetic basis and the role of play and manipulation activities in intellectual education. The laboratory also carries out research in the field of moral education as the initial phase of working education.

Part of the research work of the laboratory constitutes the investigation of the methods of assessment of the intellectual development in the first and second years of the child's life.

Fo

64 HABIŇÁKOVÁ, B.: Rozvoj a prínos sovietskej vedy k otázkám vývinu detí raného veku vychovávaných v podmienkách kolektivnych zariadení. /Development and contribution of the Soviet science to questions concerning the development of young children reared in collective facilities./

Predškolská výchova, 32, 1977/78, No.6, pp. 150-151.
15 refs.

The works of prominent physiologists, such as I.M. Sechenov, V.M. Bakhterev and I.P.Pavlov, contributed to the research in the field of child development and education. They were focused on the investigation of the physiological mechanisms of mental functions. N.M. Shchelovanov and his assistants, especially N.M. Aksarinova, started research into the development of the higher nervous activities and child behaviour from birth. This happened in V.M. Bekhterev cerebral research institute in the year 1922. This research work confirmed that child behaviour was not determined by heredity, but was shaped by external conditions, which laid the scientific foundations for the major principles of education and elaboration of the basic system of education of children under three years of age. The works by L.S. Vigodski, A.N. Leontyev, A.R. Luriya and A.V. Zaporozhets concerning the dominant role of learning and activity as the principal factors of mental development also played an important role in this field. Today, the questions related to the development and education of young children are tackled by the Institute of preschool education of the Academy of pedagogical sciences of the U.S.S.R., department of physiology and education of children of the Institute for further education of physicians, the Institute of physiology and Institute of pediatrics of the U.S.S.R. and others.

Fo

65. HABIŇÁKOVÁ, E. - STANKOVÁ, E.: *Príspevok k problematike ústavnej starostlivosti o 0-3 ročné děti.*
/A contribution to the problem of institutional care of 0-3-year olds./

Predškolská výchova, 32, 1977/78, No.9, pp.245-252.
5 tables, 11 refs.

The authors present the findings of the survey designed to investigate the developmental level of 15-30-month old babies reared in children's homes in Slovakia. Its objective was to find in what ways long-term institutional stay affects the development and behaviour of children. The personnel in these facilities were given criteria for the assessment of the developmental level achieved, behavioural disturbances and neurotic habits.

Handicapped children, who made up 18% of all the children, were excluded from the investigation. Long-term institutional up-bringing negatively affects the development of even potentially healthy children. 34.8% children were classified as developmentally backward. A one-time control check up of the developmental level by means of the Brunet-Lezine scale was also part of the investigation. 166 infants 15-30 months old were investigated; handicapped infants and babies in adaptation phase were excluded. Best values were obtained in development and general motor parameters. The speech level was the worst. Only 35% were within the standard limits, 42% manifested a lower level of psychomotor development, 32% showed pathologically backward development.

The results achieved in individual children's homes differed. The best results were achieved in smaller homes where the spatial layout was similar to that of the family environment, where friendly relations existed between the babies and nurses. The worst results were achieved in a home with the capacity of 80 places, where 87% were Gipsy babies who come to the home in a very neglected condition.

The survey did not make it possible to analyze in depth individual factors. The plan of research work of the ministry of school education of the Slovak Socialist Republic also includes further research in this field, to be tackled by the Research institute of child psychology and pathopsychology in Bratislava.

Fo

66. FARKOVA, T.: Nauka - praktike. /Science for practice./

Doshkolnoye vospitaniye, 1978, No.1, pp.91-93.
1 photograph.

This is a report on the work of the problem-solving group for family education in the Scientific research institute of preschool education, which was set up in the year 1976. Its objective is to carry out socio-pedagogical research into the contemporary Soviet family, education of preschool children in the family and its influence on the shaping of child personality. They also investigate the major trends of the influence of preschool facilities on family education of children.

The research is designed to meet the following goals:

1. to develop a programme of child education in the family with respect to its characteristics,
2. to develop scientifically justified recommendations for perfecting the system of cooperation between

preschool facilities and parents.

Material for investigation is obtained by means of interviews and questionnaires and the method of experiment carried out in families.

A scientific-practical conference convened by the preschool section of the Pedagogical society dealt with the problem of family education. The above problem-solving group actively participated in the preparation of the conference.

Po

67. PODDYAKOV, N.: Nauka praktike. /Science for practice./

Doshkolnoye vospitaniye, 1978, No.1, pp.76-78. 1 photograph.

This is a report on the activities of the laboratory of intellectual education of the Scientific research institute of preschool education.

The laboratory continues to develop the scientific theories of A.P. Usova concerning the role played by preschool education in the shaping of cognitive processes in children. They base their work on the latest findings of the pedagogical and psychological sciences which consider the processes of the psychological development of children the results of the acquisition of social experience.

The laboratory workers investigate the principles of selection and classification of knowledge and their application in the development of the content and methods of the intellectual education of children. They have developed a system of means facilitating children the recognition of the external characteristics of objects, their internal functional characteristics, various relationships and dependencies. The theoretical research into teaching methods has facilitated the elaboration of new didactic material and aids.

The investigation has proved that the following three principal forms of thinking participate in the intellectual development of children: ostensive-active, ostensive-defensive and logical. The best results are achieved due to the interaction of all the three methods of thinking.

The laboratory also deals with the question of teaching and educational work in groups of children of different ages. The results of this work have been generalised in a methodological publication.

Po

68. TARUNTAYEVA,T.: Nauka - praktike. /Science for practice./

Doshkolnoye vospitaniye, 1978, No.1, pp.87-88.

This is a report on the activities of the laboratory of preparation of children for school of the Scientific research institute of preschool education. The research is focused on perfecting all sections of the educational and teaching work in nursery school, thus strengthening the child's preparedness for school. At the same time, it is recommended to look for new methods of perfecting special preparation of children with respect to getting acquainted with subjects they are going to have at school. For that reason, pedagogical, psychological and physiological investigations are carried out to find the potential of six-year old children with respect to learning the essentials of mathematics and reading already in nursery school.

The question arose when and how to teach six-year olds. The investigation indicated that with a slight increase in the number of occupations and maintaining the system of work in nursery school, six-year old children are able to cope with mathematics and reading to an extent making up one half of the curriculum subject matter for the first class.

Po

69. TEREKHOVA, N. - KISTYAKOVSKAYA, M.: Nauka - praktike. /Science for practice./

Doshkolnoye vospitaniye, 1978, No.1, pp.74-75.

This is a report on the work of the physical training laboratory of the Scientific research institute of preschool education.

Physical education, as part of preschool education, constitutes the development of movement, locomotive aptitudes, physical, intellectual and working abilities, training of blood circulation and respiration, becoming hardy, correct diet habits, education to cultural-hygienic habits. The laboratory investigated the development of locomotive functions and the methods of their developing, physical performance, the daily routine of children, perfection and enrichment of the methods of physical culture, building up locomotive aptitudes in specific sports activities. Of a great importance today is work focused on physical and intellectual performance which can help to discover the potential aptitudes of children and define optimum requirements with respect to both physical and intellectual activities. The laboratory workers have tested experimental curricula for teaching six-year olds to read and write in nursery school. They carried out the survey to find how these occupations affect the working abilities of the children, their physical development and health.

Po

70. VENGER, L.: Nauka - praktike. /Science for practice./

Doshkolnoye vospitaniye, 1978, No.1, pp.89-91. 1 photograph1

This is a report on the work of the laboratory of the psycho-physiology of preschool children of the Scientific research institute of preschool education.

The research work of the laboratory is focused on investigating the regularities of intellectual development, i.e. the development of perception and thinking on the basis of the theory of activity as developed by the Soviet psychologists. They have carried out a number of investigations to verify and further develop the hypothesis elaborated by A.V. Zaporozhets, according to which the development of child perception is based on the forming and perfecting of the perceptive-orientation activity, while the characteristics of individual perceived objects make up a system of patterns of these characteristics which are termed sensory standards. This approach has facilitated the investigation into the course of the development of perception and images of the external characteristics of objects beginning with birth up to the child's coming to school and to define the age stages of this development. This research work has also facilitated a more detailed analysis of the forming of individual ways of perception in the field of musical and art activities. The practical implementation of these findings has contributed to the drawing up of a system of didactic games and excercises.

Simultaneously, the laboratory workers have investigated the diagnostics of intellectual development: definition of the principles of diagnostics, development of its content, elaboration and standardization of diagnostic methods for children between the ages of three to seven years.

Recently, the laboratory workers have started research to investigate the potentials and regularities in the field of perception and abstract thinking in preschool teaching. The experiment is planned for a four-year period, will investigate the same group of children all the time, beginning at three years of age. The objective of this research is to find whether it is feasible to expect the shaping of cognitive abilities to become the main outcome of preschool education. This would enable then to determine the logic and structure of the content of occupation and to develop relevant methods.

Fo

71. ZAPOROZHETS, A.V. - KOMAROVA, T.: Nauka - praktike. /Science for practice./

Doshkolnoye vospitaniye, 1978, No.1, pp.71-73. 2 photographs.

This is a report on the work of the Scientific research institute of preschool education dealing with research into preschool pedagogy, developmental psychology and psychophysiology, generalization of pedagogical experience. It employs pedagogues, psychologists, physicians, physiologists and specialists in various disciplines of aesthetic education; this enables to take a comprehensive approach to problem solving. The institute consists of eight scientific research laboratories and three problem-solving groups. Experimental research is carried out in the field, in combined creche-nursery school facilities. An experimental child centre has been established to carry out investigation related to the teaching and education of children of preschool and school-going ages.

The institute has completed a number of research studies, such as the regularities of physical development and education; specific features of preschool teaching and its effects on the intellectual development of children; the regularities of the shaping of moral images, emotions and habits in acquainting children with their environment; organisation of joint working and play activities; perception of works of art by children; teaching children to draw, instruction in music, artistic recital; independent art activities of children and development of creative abilities. The findings of these studies have been published in many publications; especially the curriculum of working education as developed in the institute facilitated their application in practical life.

Po

2.3 History

72. BOBROWSKA-NOWAK, W.: Zarys dziejów wychowania przedszkolnego. /An outline of the history of preschool education./

Warsaw, Wydawnictwa szkolne i pedagogiczne, 1978, 2 volumes, 400+196 pages.
Reviewed by: prof. dr. WOLOSZYN, S.: Wychowanie w Przedszkolu, 31, 1978, No.11, pp. 576-579.

In the first volume, the authoress presents an overview of pedagogical theories and development of pedagogical practice, in the second volume she summarizes individual material sources. It is an important work with respect to the education of young educators, as well as the social point of view. The history of preschool education is followed only up to the year 1939 /1941 in the U.S.S.R./; a drawback is the absence of at least a schematic post-war survey. Some chapters bring new discoveries, especially those depicting the development of preschool education institutions in different countries, as well as the pedagogical concepts of various theoreticians /as for Czech educators, the authoress especially points out the importance of V.V. Svoboda/.

Ru

73. BOBROWSKA, W. - LIPINA, S.: *Szesdziesieciolecie wychowania przedszkolnego w Polsce.* /The sixty years of preschool education in Poland./

Wychowanie w Przedszkolu, 31, 1978, No.10, pp. 475-483.
8 refs.

In the first part of her article, W. Bobrowska depicts the development of preschool education in the period 1918-1939. Before the First World

War, there were about one thousand preschool facilities in the three regions of divided Poland. Subsequently, therefore, it was necessary to elaborate legal standards, educate personnel, establish contacts with other pedagogical institutions, etc. The authoress subjects to criticism the situation prevailing before the Second World War, pointing out to the caste-oriented trends of preschool education /there were special facilities for children from workers' families and special facilities for children from intellectual families/. In the other part of the article, S. Lipina analyses the development which took place in the period 1945-1978. After the holocaust of the Nazi occupation, the reconstruction period started: the number of facilities increased by the year 1978 from 4000 to 27.697 and the number of children involved in preschool education rose from 210.000 to over one million. The authoress discusses the content of several school reforms of that period, mentions some international contacts and views with optimism the prospects of the future development in this field.

Bu

74. DELFORGE, A.: Histore de notre enseignement maternel. /The history of our nursery school system./

L'Ecole Maternelle Belge, 1978, No.4, p.182.

This is a brief article to recall the one hundred years which have passed since the founding of the nursery school system in Belgium. Six public preschool facilities were founded in Brussels in the year 1878 and given the name Asile l'enfant. These were charity institutions designed for children from working class families. The authoress mentions that on the ocassion of this anniversary an exhibition was opened in Brussels in Salle de la Milice de l'Hotel de Ville /13th - 20th April/.

Mi

75. POTEYEVA, A.I.: Zhurnalu "Doshkolnoye vospitaniye" - 50 let. /The journal "Doshkolnoye vospitaniye" celebrates its 50th anniversary./

Sovetskaya pedagogika, 1978, No.2, pp.140-144.

The All-Union congress of soviets in the year 1927 adopted a resolution on the importance of preschool facilities and the necessity of expanding their network. This fact, in turn, resulted in the founding of a specialized journal.

Its first issue was published in January 1928. The journal soon became very popular, for it opened discussion on the most important questions of preschool pedagogy, organization of preschool education, generalization and dissemination of best pedagogical experience. The journal organized discussion meetings, carried topical information. In the 1930s, it systematically reported on the "Preschool March", a movement calling for the intensification of preschool education. In that period the journal opened discussion on some topical questions related to preschool pedagogy, fought for overcoming the influence of some foreign idealistic ideas, especially free education. The activities and especially the standards of the journal were significantly influenced by N.N. Krupskaya, who had published in it many of her principal papers on preschool education. The number of scholars contributing to the journal grew in the 1930s and especially in the 1940s.

The journal came out even during the Great Patriotic War and managed to keep up its theoretical standards even at that time. In those years and also later on, after 1945, a closer cooperation was established between scientific workers and practical teachers which resulted in the regular organizing of scientific-practical conferences. Many of the conference papers have been published in the journal. In the year 1960, the Scientific research institute of preschool education was founded, which positively reflected both in the character and standards of the journal.

The journal devotes a lot of attention to the questions of aesthetic education, history of pedagogy, cooperation with parents, for they also constitute the readership of the journal. The journal carries methodological recommendations, acquaints teachers with the latest findings of pedagogy, psychology and other related disciplines, cooperates with prominent writers, musicians, painters, sculptors and other artists.

It is possible to say, it is one of the best methodological journals.

Fo

76. POTTOVÁ, M.: Zdeněk Nejedlý mateřským školám.
/Zdeněk Nejedlý on nursery school./

Predškolská výchova, 32, 1977/78, No.12, pp.333-336.
6 refs.

One of Zdeněk Nejedlý's pedagogical principles was the requirements to start with education as early as at preschool age and to use public preschool facilities for this purpose. This idea was expressed both in Košice Government Programme and in the Act on School Education of 1948. He was in favour of all five-year olds going to nursery school. He greatly appreciated the work of nursery school teachers, especially their very close ties with the children. He was one of the initiators of the idea of university-level education for teachers, which he later on put in practice as the minister of school education; it also applied to nursery school teachers.

He outlined prospects of the further development of the nursery school education which even now, thirty years later, await their full implementation.

Po

77. HELLWIG, J.: U zródel polskich koncepcji wychowania przedszkolnego. Poglądy na wychowanie przedszkolne Augusta Cieszkowskiego. /At the sources of the Polish concepts of preschool education. August Cieszkowski's views of preschool education./

Wychowanie w Przedszkolu, 31, 1978, No.1, pp. 17-22.
44 refs.

The article recalls the work of August

Cieszkowski /1814-1894/, who was a member of the Prussian Parliament and laid the foundations of preschool education in the German part of Poland before the First World War.

Bu

78. JAKUBOWSKI, M.: Poglądy Janusza Korczaka na dziecko i jego rozwój. /Janusz Korczak's views of the child and its development./

Psychologia wychowawcza, 21/35/, 1978, No.4, pp. 362-373.
28 refs.

Basing his considerations on the rich creative heritage of J. Korczak's, the author analyzes his views of the child, especially the so-called "difficult" child, including his views of the process of development of child personality. A human being should be analyzed not as a product of biological development, rather as a product of the biological and social conditions of this development; in the same sense, the bio-social nature of man is tied up with the social and historical conditions of development.

Bu

79. KUZNETSOVA, L.: "Tema zhizni" Janusha Korchaka. /The "life-motto" of Janusz Korczak./

Doshkolnoye vospitaniye, 1978, No.8,pp.62-67.
1 photograph.

This is an analysis of the work of Janusz Korczak /1878-1942/ on the ocassion of the centenary of his birth. His views of preschool education are contained in the works "How to love children", "The child's right to respect", "Rules of life", "Pedagogy for children and adults". One of his main pedagogical principles was respect for the child's personality, an attentive attitude to its expression and experiences. The child is not getting ready for life, it does live a life of its own now.

Po

80. Lidiya Aleksandrovna Penyevskaya. K 70-letiyu so dnya rozhdeniya. /The 70th birthday of Lidiya Aleksandrovna Penyevskaya./

Doshkolnoye vospitaniye, 1978, No.12, pp.85-86.

She was born in December 1908. Lidiya Aleksandrovna Penyevskaya started her scientific career in the House of Art Education. Later on, under the leadership of Flerina, she studied the effect of art expression on the intellectual development of children. She started working in the Institute of the theory and history of pedagogy of the Academy of pedagogical sciences in the year 1944 and in 1960 came to the newly established Scientific research institute of preschool education of the Academy of pedagogical sciences of the U.S.S.R. There she also defended her doctoral thesis "Teaching narration to children of older preschool age". She was active in the moral education laboratory dealing especially with speech development with respect to mutual relationships between children. She has written more than 30 scientific works.

Po

81. MATHYS, F.K.: Spiel und Sport auf alten Bilderbogen. /Play and sports on old picture sheets./

Der Schweizerische Kindergarten, 68, 1978, No.2,
pp.72-75.
5 figs.

Only a few picture books for children were published in the 1850s; this gap was filled with picture sheets printed in Neuruppin, Munich and other towns. These were illustrations to fairy tales, jokes, events from the life of children, biblical stories. These sheets are of a great historical value, since they show the way of life of that period. They show boys' games, making of "ducks and drakes", various chase games, "robbers and policemen" games and the like. Girls played with dolls, ball games, song games. The sheets depict a number of sports games, such as skating, tobogganing, sailing, fishing, swimming, skittles. The sheets from the beginning of this century depict skiing, sledging, tennis, gymnastic and shooting festivals. The picture sheets of that time fulfilled the function of encyclopaedia.

Fo

82. MATHYS, F.K.: Vom Bänkelsang zu Bilderbogen und Comics. /From market songs to picture sheets and comics./

Der Schweizerische Kindergarten, 68, 1978, No.2, pp.84-90.
4 figs.

Market songs accompanied by pictures were the forerunners of picture sheets and comics. With the discovery of letter-print, picture sheets appeared functioning as newspapers: they depicted current affairs and events, such as earthquakes, fires; they also carried religious and edifying topics. The actual inventor of picture stories was the poet and painter Rodolphe Toepffer /1799-1846/ from Geneva. Goethe very much liked his Adventures of Doctor Faustus. In the second half of the 19th century, German, French, English and later on American periodicals carried picture supplements. At the end of the century, the Sunday editions of periodicals started to carry picture stories which later on developed into the well-known American comics.

Fo

83. MISKA, H.: U źrodeł wiedzy Janusza Korczaka o dziecku. /At the sources of Janusz Korczak's science of the child./

Psychologia wychowawcza, 21/35/, 1978, No.4, pp. 345-361.

The centenary of the birth of Janusz Korczak, prominent Polish pedagogue, author and physician, executed by the Nazis during their occupation of Poland, calls for a scientific study of his heritage. The knowledge of the child can be classified into three categories, or approaches: the developmental, synthetic and comparative approaches. The author analyzes various aspects of Korczak's activities: teaching, medical practice, work in summer camps and orphanages, as well as his forensic practice; all this brought him close to the modern theories of the necessity of interdisciplinary studies.

Bu

84. MIŠURCOVÁ, V.: O vývoji jeslí v českých zemích v 19. století. /On the development of creches in the Czech lands in the 19th century./

Československá pediatrie, 33, 1976, No.4, pp. 238-240.
1 table, 7 refs.

The paper is devoted to the anniversary of the classic of German preschool pedagogy, F. Fröbel. The first part carries his biography recalling the main events and data about his life. The second part reports on his life-long work, especially literary activities.

The third part mentions the response to Fröbel's work in the Czech lands. It recalls the development of "children's gardens" which were both Czech and German. Fröbel's work met with an upsurge of criticism in the Czech lands with respect to the social, national, religious and pedagogical points of view.

Mi

86. MIŠURCOVÁ, V.: PhDr. Marie Bartušková /1900 - 1978/. /PhDr. Marie Bartušková - 1900 - 1978./

Predškolská výchova, 33, 1978/79, No.1, pp.8-9. 1 photograph.

This is a postmortem commemoration of a prominent preschool education worker, who had been active for nearly sixty years in preschool pedagogy, organising the Czechoslovak nursery school system and the education of nursery school teachers. She was the founding member of the World organisation for preschool organization /O.M.E.P./, where she represented the socialist approach to preschool education. Her literary activities, in addition to many articles written for journals, focused primarily on the textbook entitled the Pedagogy of Preschool Age, in which she developed a systematic approach to the socialist theory of preschool education. Her scientific interest was also devoted to the history of nursery school, beginning with her doctoral thesis via numerous papers and textbook texts.

Po

87. MIŠURCOVÁ, V.: Za Marií Bartuškovou ./To commemorate Marie Bartušková./

Pedagogika, 28, 1978, No.6, pp.678-679.

The paper was written to commemorate an outstanding Czech specialist in preschool education, Marie Bartušková. It contains a brief biography and characteristics of her work which developed both in the field of nursery school practical work and in the pedagogy of preschool age. The authoress of this article recalls her literary and scientific work and her great merits with respect to the education of a new teacher generation.

Mi

88. PLEKHANOV, A.: Problemi doshkolnogo vospitaniya v pedagogicheskoy publitsistike M.K. Tsebrikovoy. /Problems of preschool education in the pedagogical journalism of M.K. Tsebrikova./

Doshkolnoye vospitaniye, 1978, No.3, pp.37-41.

Maria Konstatinovna Tsebrikova /1835-1917/ was a well-educated journalist and literary critic, pedagogue, thinker. Various journals published about eighty papers written by her on education, teaching and popular education. She carried out a critical analysis of children's education in families pointing out to the reasons for the backwardness of peasants' and workers' children. An uneducated woman could not provide for a proper education in her children; that was why Maria Tsebrikova asked for a better and higher education for women, equal to the education of men. As regards the education of preschool children, she ascribed most importance to an all-round personality development, including physical and sensory development, intellectual and moral education. She believed that physical and sensory development occurred spontaneously and that it was only necessary to create adequate conditions. As for moral education, she considered it the parents'responsibility. She pointed out to the ability of children to imitate and demonstrated that it was in this manner that children acquired both negative and positive behavioural characteristics. She preferred well-organized family education to public preschool education.

Fo

89. PLEKHANOV, A.: *Zashchitnik obshchestvennogo doskholnogo vospitaniya.* /An advocate of public preschool education./

Doshkolnoye vospitaniye, 1978, No.2, pp.56-61.

Vladimir Ivanovich Taneyev /1840-1921/ was one of the first pioneers of the socialist pedagogy in Russia. His theories constitute a combination of revolutionary democratic and Marxist pedagogies. In his work "Communist Countries of the Future", he attempted to outline a system of preschool and school education in a socialist society. He carried out a critical analysis of the family education of that time and came to the conclusion that the family could not adequately provide for even the initial education of children. Influenced by the French utopist Ch. Fourrier, he did not fully appreciate the significance of family education.

Taneyev was the first to formulate the principles of Communist education; some of them are still valid today. He ascribed a great importance to physical education and asked that the physical development and developing of child's movements in preschool facilities should be under a permanent doctor supervision.

Fo

90. Pozdravlyayem yubilyara. /Celebrating an anniversary/.

Doshkolnoye vospitaniye, 1978, No.2, pp.62-63. 1 photograph.

This is an article written to commemorate the work of Valentina Genadiyevna Nechayeva on the occasion of her 70th birthday. She started her career as a nursery school teacher, later on head-mistress, inspector and methodologist, taught pedagogy at Lipetsk pedagogical school, was active as a research worker at the Institute of the theory and history of pedagogy at the Academy of pedagogical sciencesof the R.S.F.S.R. and finally the head of the laboratory of moral education of the Institute of preschool education of the Academy of pedagogical sciences of the U.S.S.R. In the year 1948, she defended her candidate of science thesis. She dealt with the problem of controlling child play and became a specialist in questions concerning working education/she was the author of Construction in Kindergarten and Working Education in Kindergarten, 1961/. As the head of the laboratory of moral education she investigated together with a team of her fellow-workers the questions related to moral education, building up of mutual relations between children, images of the processes prevailing in social life, education of emotions and shaping of ethical ideas. She was the co-author of the book Education of Children in the Third Year of Life, Forming Collective Interrelationships in Children of Older Preschool Age /1968/, Moral Education of Preschool Children 1971/.

Po

91. RATYŃSKA, H.: *"Wychowanie w Przedszkolu" po trzydziestu latach.* /"Wychowanie v Przedszkolu" /Preschool Education/ after thirty years./

Wychowanie v Przedszkolu, 31, 1978, No.11, pp.532-540. 6 photographs, 5 refs.

The first issue of the journal came out in November 1948 as the organ of the Workers' Society of Children's Friends; in January 1953 it became the organ of the ministry of public education. From the very beginning, cooperation had been established with the Czechoslovak journal "Předškolská výchova" /preschool education/. Initially, articles prevailed carrying practical material, gradually, however, attention focused on articles of didactic nature. Attention is also devoted to the problem of preparation of three-year olds for preschool education and the transition of six-year olds to primary school.

Bu

92. REUTOVA, V.V.: *S.T. Shatskiy i doshkolnoye vospitaniye.* /S.T. Shatskiy and preschool education./

Sovetskaya pedagogika, 1978, No.6, pp.33-37.

A nursery school was founded in Moscow in the year 1905 on the initiative of S.T. Shatskiy and L.K. Shlegerova, which laid the foundations for the system of Russian national preschool education. Initially, Fröbel's system was applied in its educational work, however, the nursery school-staff soon arrived at the conclusion that Fröbel's material was not in keeping with the children's needs and that it was necessary to modify it. Under S.T. Shatskiy's leadership, they developed new requirements with respect to didactic material. It should be natural, easy to understand for the children, offer a broad scope for an active participation and creativeness, develop the children's thinking. When developing didactic material, S.T. Shatskiy cooperated with physicians, psychologists and artists. The results of these efforts were published in the books Material for Discussion Sessions with Young Children /1913, 1914/ and Practical Work in Kindergarten /1915/. Shatskiy conceived theory and practice as two mutually conditioned aspects of the pedagogical process. After the year 1917, S.T. Shatskiy was in charge of research work in a central nursery school; he focused his attention on the following major problems; 1. the position of nursery school as a social unit in the pedagogical process, 2. looking for methods of work with children based on investigation of the child and related to the living conditions. He especially pointed out the importance of the scientific justification of the system of Russian nursery school. His theoretical concept concerning the organization, content and methods of preschool education was published in his work the System of Russian Nursery School /1921/.

S.T. Shatskiy viewed the tasks and objectives of nursery school from a broad social angle. Nursery school should become the centre of cultural public education and educational work in a particular district and influence the environment where the child lives. He considered the questions of mutual cooperation between nursery school, elementary school and family important not only from the pedagogical, but also the political point of view.

S.T. Shatskiy significantly contributed to the preparation of preschool education workers. He is one of the founders of the Soviet preschool pedagogy.

Fo

91. RIEDEL, L.: Populäre Graphik aus Neuruppin.
/Popular graphics from Neuruppin./

Dr Schweizerische Kindergarten, 68, 1978, No.2,
pp.66-68.
3 figs.

The author presents the history of printed picture sheets for children. They were published for the first time around the year 1800 in Neuruppin. The son of the founder of the firm, Gustav Kühn, graduate from Berlin Academy of Art, expanded their production and raised their artistic and literary standards. As many as 1.140.000 sheets were published in the year 1832. They spread into Scandinavian and East European countries in the second half of the 19th century. Two other firms also published picture sheets in Neuruppin. Petit bourgeois taste affected the standards of picture sheets after 1840. In addition to sheets designed for children with historical and religious topics, genre pictures were printed idealizing reality. Progressive trends reflected in their topics in the years 1848 to 1866, such as bourgeois-democratic revolutions, liberation wars, patriotism; after 1870, however, their quality dropped and their contents expressed chauvinistic German trends. The contents of a series of war picture sheets from the First and Second World Wars were completely opposed to their initially progressive trends.

Fo

94. SCHMIDT, T.: Imagerie populaire d'Epinal. /Popular images from Epinal./

Der Schweizerische Kindergarten, 68, 1978, No.2, pp. 80-83.
4 figs., 2 refs.

Picture sheets were also printed in Epinal, a small town at the foot of the Vogez Mountains. Their topics were very diverse: fairy tales, moralizing and amusing stories, the story of Robinson Crusoe, marine scenes, fishing, ship-building, saving ships in danger, etc.

The original matrices have been preserved and the granddaughter of the founder of the firm re-opened both the workshop and production. The reproductions of old picture sheets are in demand as gifts.

Fo

95 SCHMIDT, T.: Victor, das Wildkind aus dem Département Aveyron. /Victor, wild child from the department of Aveyron./

Der Schweizerische Kindergarten, 68, 1978, No. 3, pp.115-124.
1 fig.

Many artists lived in Munich in the first half of the last century. For that reason, the artistic quality of picture sheets printed in Munich was higher than anywhere else. These were especially fairy tales illustrated by prominent artists. The picture sheets printed in Munich, however, did not only constitute a series of illustrated fairy tales and jokes, but they also brought knowledge to children in an amusing way. These were topics, such as popular customs and costumes, plants, animals, foreign countries, history from prehistoric ages up to the 19th century. The sheets became a compendium of everything that was beautiful and interesting and met educational and edifying objectives.

Po

97. SCHULZE, G.: 30 Jahre "Neue Erziehung". /Thirty years of "Neue Erziehuhg" /new education/./
Neue Erziehung im Kindergarten, 30, 1978, No.5, pp. 1-2.

This is an evaluation of the thirty years of efforts of building new, socialist preschool education; the above journal has also contributed to the building up of the system of unified educational activities, brought answers to topical pedagogical problems and has become a forum for exchange of opinions and positive experience. His contribution to the consistent raising of both the theoretical and practical standards has been remarkable, for it has helped to conceive the concept of the teaching and educational work in nursery school.

Op

98 STEPANOVA, M.: Lunacharskiy i razvitiye doshkolnogo vospitaniya. /Lunacharskiy and the development of preschool education./

Doshkolnoye vospitaniye, 1978, No.1, pp.14-17. 1 photograph.

Anatoliy Vasilyevich Lunacharskiy is considered one of the most prominent builders of socialist culture. As the first minister of public education in the years 1917-1929, he ascribed a great importance to preschool education. He stressed that the main character traits were shaped at preschool age; socialist education would reach desirable achievements if it influenced children with well-conceived methodology. He also laid emphasis on the social function of preschool education facilitating mothers to participate in the socialist construction. He believed that preschool education played an important role in the socialist reorganization of the village, in transforming the way of thinking of the peasants and their attitude to socialism.

Fo

99. STEOANOVA, M.: Pedagog - grazhdanin. /Pedagogue - citizen./

Doshkolnoye vospitaniye, 1978, No.3, pp.34-37.
1 photograph.

This is an evaluation of the work of A.S. Makarenko on the occasion of the 90th anniversary of his birth. The following are the main principles of his pedagogical system: combination of instruction and production work; to fill the life of the collective with all the happiness of the socialist present and to gratify the physical and mental needs of the wards on this basis and to develop their aptitudes and talents; to establish close ties between the life of the collective and the life of the Soviet youth and the nation; organizing all aspects of the life of the wards along progressive Communist lines.

The objective of his education was the building up of self-confident beings, the methods of his education were based on the combination of a high degree of trust and demand.

He pointed to the abilities of preschool children and stressed the necessity of education starting at an early age. He ascribed a great importance to the role played by play and work in the life of children.

His ideas will come to a full implementation in the latest decree concerning the further perfection of the teaching and education of pupils at general education schools and their preparation for work.

Fo

100. THÉRY, J.: Registre d'inspections de la salle d'asile pour l'enfance de Poitiers. /Inspection register from the children's asylum in Poitiers./
L'École Maternelle Française, 1978, No.9, pp. 19-34.
9 figs.

This is a paper concerning the history of nursery school; in its first part, it presents authentic documents about inspections carried out in the years 1849-1884 in one French asylum for children. The other part of this article presents documents dealing with the historical development in France in the second half of the 19th century and analyses the frequency and consequences of inspections, numbers of children, condition and operation of equipment, children's activities, methods of educational work, personnel and material conditions and the form of inspection entries.

Mi

101. TÓTH, L.: Tessedik Sámuel az iskoláskor előtti neveléséről. /Tessedik Sámuel on preschool education./

Óvodai Nevelés, 31, 1978, No.2, pp.43-46.

The article contains the ideas of Tessedik Sámuel as discovered lately. They appeared in his study prepared for a competition organised in Petrograd in the year 1803. The author of this article mentions several ideas and passages from his original concepts, such as emphasis laid on the characteristics of nursery school teachers, importance of preschool education of three- to seven-year old children, emphasis laid on working education and guiding children to economy. In conclusion, the author assesses Tessedik's work from contemporary points of view.

Ml

102. Ucheniye - v zhurnale. /Scholars and the journal./ Doshkolnoye vospitaniye, 1978, No.1, pp.61-64.

The journal Doshkolnoye vospitaniye has made it possible for scientific workers since its founding to present on its pages the latest findings of the pedagogical science so that practical workers could get acquainted with them. On the occasion of the anniversary of the founding of the journal, some of the prominent scholars who have contributed to the development of the theory of preschool education are mentioned, Yefim Aronovich Arkin, a physician, who tried already in Tsarist Russia to organize asylums for children, yet it was only after the Great October Socialist Revolution that he was able to put his ideas into effect. He was an outstanding theoretician and actively participated in the building up of the Soviet system of preschool education. He mostly dealt with physical education and family education.

Yevgeniya Aleksandrovna Flerina has contributed to the journal since its very beginnings. She was the first woman in the U.S.S.R. to be awarded the degree of doctor of pedagogical sciences on the basis of her doctoral thesis dealing with the topic of the Artistic creativeness of preschool children. She proved that teaching did not hamper, rather it developed child creativeness.

Aleksandra Platonovna Usova developed and scientifically verified the importance of teaching in nursery school. Regardless of her current position, such as the head of the department of preschool pedagogy in Leningrad pedagogical institute, directress of the Central methodological board in Moscow, head of the section of preschool education of the Institute of the theory and history of pedagogy of the Academy of pedagogical sciences of the R.S.F.S.R. or head of the laboratory of didactics of the Institute of preschool education , she has always found time to popularize the findings of her scientific work in the journal, has been an active and demanding member of the board of editors.

Nina Pavlovna Sakulina has laid the foundations for the further developing of the questions related to aesthetic education. She popularized on the journal's pages her ideas regarding the controlling of the art activities of children and the development of their creativeness.

Anna Mikhaylovna Leushina appeared on the journal's pages as early as 1937 with a critical essay On the Pedagogical Fetishism of Age-related Characteristics in Preschool Pedagogy, where she pointed out to the overrating of the standard laws and taking little notice of the actual children and their individual development. For many years, she has been Head of the department of preschool pedagogy in Leningrad pedagogical institue. She was awarded the degree of doctor of pedagogical sciences for her thesis "Preparation of children for acquiring arithmetic material at school". Her article published in the journal in the year 1934 entitled "Fight for the health of the children in besieged Leningrad" deserves a special attention.

Aleksander Vladimirovich Zaporoshets drew attention to himself by his article published in the journal in the year 1947 entitled "Development of thinking at preschool age". Today he is a member of the Academy of sciences, director of the Scientific research institute of preschool education and intensively cooperates with the journal. His articles deal with serious problems, particularly the condition and methodology of research work in the field of preschool education.

Fo

103. VOLGIN, A.: Shatskiy o systeme ruskogo detskogo sada. /Shatskiy on the system of the Russian nursery school./

Doshkolnoye vospitaniye, 1978, No.7, pp.68-72.

Stanislav Teofilovich Shatskiy /1878-1934/ was one of the active founders of the Soviet so socialist pedagogy and school. In his efforts to combine theory and practice, he founded the first research station for popular education comprising thirteen primary and two secondary schools, four kindergartens in Kaluga region, a central kindergarten in Moscow and a pedagogical library. He attempted to build a system comprising education, family, kindergarten, school, out-of-school facilities. Together with Luisa Karlovna Shlegerova, he founded the system of the Russian nursery school.

Po

2.4 Comparative studies

104. DOBROŁOWICZ, W.: O radzieckiej psychologii uwagi. /On the Soviet psychology of attention./
Psychologia wychowawcza, 21/35/, 1978, No. 2, pp.127-135.
88 refs.

The author presents a survey of the Soviet psychological concepts of attention and classifies them into four principal approaches: modified traditional approach to the problem

114

of attention laying emphasis on the role of consciousness, physiological approach, concept based on the role of orientation /Georgian school/ and concept of attention as the consequence of the efficiency of supervision. He also discusses J.P. Galperin's views of the process of forming volitive attention.

Bu

105. GOUTARD, M.: En Colombie: une école maternelle pour enfants de prisonniers. /In Colombia: a nursery school for prisoners' children./

L'Éducation Enfantine, 1978, No.6, pp.29-30, No.7, pp.27-28, No.8, pp.27-28.

The article carries a passage from the book "Les gamins de Bogota", in which the French authoress Jacques Meunier depicted the life of homeless children roaming the streets. She especially depicts the situation of seven-year olds. A free continuation of this topic is the article of the same authoress concerning the centres of integral care of preschool children /Centre d'Attention Intégrale an Préscolaire /C.A.I.P./. The authoress reports on her personal experiences from the visits of these institutions.

Mi

106. HERBINIERE-LEBERT, S.: A l'Ille Maurice. /From St Maurice Island./

L'Éducation Enfantine, 1978, No.9, pp.29-30.

A prominent representative of the World Organization for Preschool Education /O.M.E.P./ presents excerpts from the report prepared by Mr Valayden on the activities of the national committee of O.M.E.P. on St Maurice Island. The activities of the organization are diverse and include the preparation and further education of teachers of young children in the form of courses and seminars, as well as pedagogical public education among parents, cooperation with the ministry of education and other institutions and events organized on the occasion of the International Year of the Child.

Mi

107. HERBINIERE-LEBERT, S.: En Haiti. /In Haiti./

L'Éducation Enfantine, 1978, No.8, pp.29-30.

The article was published on the occasion of the 10th anniversary of the founding of the national committee of O.M.E.P. in Haiti. It was founded on the initiative of Mrs J.T. Cordezo, nursery school head-mistress, with the active help of Mrs M.T.Colimon, who has become its President. The main events organised by the committee are specialized seminars on preschool education; several dozen people participated in the first seminar, there were already five hundred participants in the second and the third seminar was attended by one thousand people. This article reports on the special issue of the national pedagogical journal Conjonction, which was entirely devoted to preschool education.

Mi

108. KEŘKOVÁ, A.: Předškolní výchova dříve a dnes. /Preschool education in the past and today./ Učitelské noviny, 29, 1979, No.3, pp.1-3.

The authoress considers the role played by preschool education from the year 1832, when the first asylum for children was founded, up to the present day. There occurred a quantitative development of preschool facilities after the war, accompanied by essential changes in the content of educational work. Nursery school has become an aid and adviser of the family in questions concerning child upbringing and education and preparation for school and further life. Ku

109. LAISHLEY, J. - COLEMAN, J.: Intervention for Disadvantaged Pre-school Children: An Action Research Programme to Extend the Skills of Day Nursery Staff.

Educational Research, 20, 1978, No.3, pp.216-225.
32 refs.

The authors describe in the introductory part of this article the development of compensation programmes for socially disadvantaged children and join in the critical assessment of these programmes. Emphasis is laid today on the need to influence the pedagogical skills of day nursery staff. The authors used the form of an action research programme to intervene for two years in six day nurseries organising seminars and individual tuition and consultations for their pedagogical staff. They introduced personal records of the children, used concrete examples to teach the staff how to intervene in cases of difficult behaviour and to develop the language skills of the children. They recorded and analysed the course of changes in the activities of the institutions involved in the research programme.

Do

110. LASSAHN, R.: Montessori-Pädagogik im Lichte neuer Forschungen. /Montessori-pedagogy in the light of new research./

Pädagogische Rundschau, 32, 1978, No.6, pp.480-491.
18 refs.

The authoress mentions the agreement between the findings of recent biological, medical and psychological research and the basic principles of M. Montessori's pedagogy. She argues against the criticism of Montessori's biological approach and demonstrates the correctness of her theory of sensible phases in child development; she also rejects the criticism of her individualism.

Do

111. MIALARET, G.: Wychowanie przedszkolne na świecie. /Preschool education in the world./

Wychowanie w Przedszkolu, 31, 1978, No.2, pp.65-72.

The author, a French professor, summarizes in his paper the findings of a survey on preschool education in various countries. The number of children per one teacher is under twenty only in a few countries, usually the number is between twenty to fifty children. The percentage of children involved in preschool education is highest in Belgium, Spain, U.S.A., France, Israel, Japan, Poland, Sweden adn C.S.S.R., while Sweden and C.S.S.R. have the fewest children in nursery groups. The number of hours children spend in nursery school differs - some schools open only for a few hours in the morning, others are open the whole day until evening. The article also presents detailed programmes of occupation for children between four to five years and five to six years, i.e. in their optimum variant, mentioning also the objectives set up for preschool education in two countries - Salvador and Japan. In general, it is possible to state that play constitutes the main form of activities at preschool age. The general principle applies that play constitutes a means of controlling child activity, giving it a positive content - foster hygienic habits, develop and perfect speech and prepare for school.

Bu

112. PAPIERNIK-BERKHAUER, E.: *La grossesse est un "travail" totalement sous-estime.* /Pregnancy is totally underestimated social "work"./

L'Enfant, 1978, No.6, pp.417-420.

The author, professor of gynaecology, demonstrates in his consideration that there prevails a conflicting relation between pregnant women and their employers. He deals with problems of the beginning of maternity leave and premature birth. He analyses the existing care of pregnant women in Sweden. To solve the conflict between work and maternity, the author presents some suggestions concerning the industrial relations of pregnant women.

Mi

113. SZÉNYI, G.: *Csökkenó Távolság. Együtt vagy külön? Szabolcsi cigányóvodák.* /The gap is being bridged. Together or separately ? Gipsy nursery schools in Szabolcsi./

Magyrország, *15*, 1978, No.9, p.29.

The author discusses some problems related to preschool education of Gipsy children viewed from the angle of a nursery school exclusively for Gipsy children./

Po

2.5 Scientific conferences and symposia

114. A VIII. nemzetközi óvodapedagógiai szeminárium Szófiában. /VIIIth international seminar on preschool pedagogy in Sofia./

Óvodai Nevelés, 31,1978, No.5, pp.181-183.

The article reports on the meeting of delegates from eight socialist countries in Bulgaria. The main topic discussed at the seminar was the "Preparation of preschool children for school attendance". This preparation enhances a wholesame development of child personality. It is physical, intellectual and social maturity together that make a child prepared for school. The article presents the following topics as discussed at the seminar: Preparation for school attendance; Possibilities of potential child development; Preparation and age-related characteristics of the child; Preschool education and its position in the development of child personality; Preparation of preschool staff; Development of intellect with respect to creativity within the framework of the scientific and technological development; Learning the characteristics of child thinking, and the like.

Nl

115. Aus den Diskussionsbeiträgen. /Discussion abstracts./

Neue Erziehung im Kindergarten, 30, 1978, No.2-3, pp.1-48.

This is a special issue of the journal devoted to the conference on preschool education held in the G.D.R. Forty-two papers and twenty-six discussion contributions were delivered at the conference; sixteen prepared papers could not be read for time reasons. The journal carries a selection of abstracts arranged according to topics and commented upon. The papers deal with teachers' experience from various fields of the teaching and educational work in nursery school, administrative work, training and further education of teachers, continuation and cooperation between creches, kindergarten and primary school, cooperation between family and the public. The Head of the department of preschool education at the Academy of pedagogical sciences of the G.D.R. discussed some problems related to the theoretical work carried out in the field of preschool education and reported on contemporary research /especially in the field of play and learning/ as conducted in her department.

The material summarizes the existing state of development of preschool education in the G.D.R. both from the point of view of its content and methods and forms of work. Op

116. BILIŃSKA, S.: Z przygotowań Międzynarodowego Roku Dziecka. /Concerning the preparation for the International Year of the Child./

Wychowanie w Przedszkolu, 31, 1978, No.5, pp. 237-240.
1 photograph.

This is a paper on the seminar organised by the World Federation of Democratic Women held in Prague in preparation for the International Year of the Child as declared by the United Nations for the year 1979. Four commissions were set up at the seminar to deal with the following topics: 1. the social and economic conditions required to secure for children their rights to life, health and development, 2. free obligatory school attendance, 3. care of children living under unfavourable conditions and 4. help to abandoned children.

Bu

117. BÚRY, L.: Nagyobb önállósággal, fokozottabb igényességgel a gyermekek javára. /More independence, more demands for the benefit of children./

Óvodai Nevelés, 31, 1978, No.7-8, pp.247-255.

This is an extensive and principal article expressing the stand of the ministry of school education. It is an analysis and evaluation of the fulfilment of the main tasks and objectives stemming from the "Programme" and "Rules of Organisation" for the period 1971 to 1978. It also sets up objectives for the school year 1978/1979. The new objective is to require more independence and responsibility in one's approach to work. The article also mentions the preparation of the spring conference on education. The topic of the conference is "Play as an educational means". In conclusion, the article enumerates important anniversaries and how to commemorate them, including the 150th anniversary of the founding of preschool education in Hungary.

Va

118. Comment l'enfant percoit l'école maternelle.
/How a child perceives nursery school./

L'École Maternelle Française, 1978, No.3, pp. 17-32.
6 figs., 7 photographs.

The article reports on the display of pedagogical works concerning the topic "How a child perceives nursery school". This exhibition was held on the occasion of the National congress of nursery schools in

June 1977. In addition to the material displayed at the exhibition, the article also contains the results of a questionnaire organized among children. Conclusions were prepared from both these resources containing extensive factual material /drawings, photographs, children's statements/, as well as recommendations concerning pedagogical activities during child play, creation of the material and social environment in nursery school and cooperation between nursery school and family.

Mi

119. GRZESNIAK, S.: *O najwyźsze dobro dziecka. Z obrad kongresu wychowania przedszkolnego.* /The best wellbeing of the child. The deliberations of the Congress on preschool education./

Psychologia wychowawcza, 21 /35/, 1978, No.2, pp.200-204.

This is a report on the deliberations of the 15th Congress of the World Organization for Preschool Education /O.M.E.P./ held in Warsaw on 23rd-26th August 1974. It describes the course of discussion and the specialized agenda of the congress. The author sees the benefit of the congress in the fact that it facilitated a broad exchange of opinions and results of research into the principal problems related to the care and all-round education of children in public educational facilities and the family.

Mi

120. Hinweise zur Einbeziehung der Materialien der Konferenz der Vorschulerziehung in die einzelen Themen der laufenden Weiterbildung für Kindergärtnerinen in Kursen. /A suggestion how to make use of the material of the conference on preschool education with respect to the individual topics of courses for the further education of nursery school teachers./

Neue Erziehung im Kindergarten, 30, 1978, No.4, pp.19-20.
4 refs.

This is an elaboration of the papers and discussion contributions from the conference on preschool education into a system of the further education of nursery school teachers, including relevant literature and study resources.

Op

121. Jubileuszowe spotkania. /Commemorative meeting./

Wychowanie v Przedszkolu, 31, 1978, No.11, pp. 554-584.
4 photographs.

These are reports on the meeting of the editorial board of the journal and preschool education workers in the counties of Olsztyna and Suwalsko organised in May and June 1978 on the occasion of the 30th anniversary of the founding of the journal. Both the conferences stressed the importance of the journal and the assistance it renders to pedagogical workers; some critical comments were also voiced pointing out especially to the lack of articles of legal character, material equipment, organization of work.

Bu

122. KÁDNEROVÁ, B.: Konference o předškolní výchově v Německé demokratické republice. /Conference on preschool education in the German Democratic Republic./

Predškolská výchova, 32, 1977/78, No.12, pp. 348-359.

A national conference under the slogan "For higher demands on the quality of work of preschool facilities" was held in November

1977 in Neu Brandenburg. The objective and content of preschool education in the G.D.R. is to educate children so that every individual may become a useful member of the socialist society in the future. The child of today cannot do without, with respect to its harmonious development, education and upbringing in a collective of its peers, in which its personality will be developed in an all-round way under the specialised guidance of the pedagogical workers.

The recapitulation of achievements of preschool education from the past years is positive. Nursery school constitutes part of the unified system of socialist school education, ninety percent of three- to six-year old children attend it. Only qualified teachers work in nursery school; 380 teachers have already acquired university-level education. The conference members discussed their experience and findings stemming from the development so far. In conclusion, some problems were formulated whose solution is pressing with respect to practical work: raising the standards of thinking and speech, play, graduation of ostensiveness of the teaching process, education of children in a collective, family education, preparation of children for school.

Fo

123. **KOVAŘÍK, V.:** Konference o předškolní hudební výchově. /Conference on preschool musical education./

Estetická výchova, 1978, No.8, pp.206.

The conference on the musical education of preschool children was organized by the Czech Musical Society in Kroměříž on 30th September to 1st October, 1977. Its participants assessed the existing state of preschool musical development and determined the guidelines for further work. The working commission of the Czech Musical Society defined the following objectives of activities: 1. Theory and concept of preschool musical education; 2. Preparation of pedagogical staff and raising of the specialized standards of nurses and teachers in nursery school; 3. Content and methods of musical education in creches and nursery schools; 4. Material provision /literature, songs, records/; 5. Pedagogical promotion and out-of-school musical education. The papers were focused on questions concerning contemporary preschool aesthetic education in Czechoslovakia and in the world, the raising of the specialized standards of pedagogical staff, investigation of aesthetic and musical education from the medical angle and the concept of edifying musical programmes for children in the Czechoslovak Broadcasting Corporation.

Ku

124. KUZINA, V.: Soveshchaniye po nravstvennomu vospitaniyu. /A meeting on moral education./
Doshkolnoye vospitaniye, 1978, No.4, pp.6-8.

This is a report on the All-Russian meeting organised to discuss the moral education of preschool children held in October 1977. The introductory address was delivered by A.I. Sustov, deputy minister of school education of the R.S.F.S.R., the major paper on the objectives of moral education in preschool facilities of the R.S.F.S.R. stemming from the conclusions of the XXVth Congress of the Communist Party of the Soviet Union was delivered by the Head of the department of preschool education at the ministry of school education, N.A. Vasilyeva. Other papers discussed the problems related to the shaping of child personality, various aspects of moral education; the conference members got acquainted with the practical experience of some of the best pedagogical collectives.

The major papers are published in the same issue of the journal.

Po

125. L'éducation des enfants de moinds de six ans. /Education of children under six./

L'Enfant, 1978, No.6, pp.463-471.

The article reports on the fact that U.N.E.S.C.O. devoted the May issue of the Courrier 1978 journal to problems concerning preschool education on the occassion of the International Year of the Child. It contains abstracts and main ideas from essays focused on the problems related to preschool age and written by the authors Dieuseide H., Lureatova, L., White, B., Fleming, D. and Babo Pafunna, A.

Mi

126. Mezinárodná konferencia na ochranu zdravia detí raného věku. /International conference on the protection of the health of young children./

Predškolská výchova, 33, 1978/79, No.1, pp.25-27.

1 fig., 1 photograph.

This is a report on the conference held in April 1978 in Riga /U.S.S.R./. This conference was preceded by years'long research work of a group of specialists from the socialist countries focused on the following ranges of topics: 1. results of the social system of education in the socialist countries, 2. organization of the external environment in collective facilities, 3. organisation of health care and prevention of morbidity in young children, 4. problems related to the investigation and assessment of the neuropsychical development of children, 5. education of young children in collective facilities. The following tasks will play the most important role in the further development and perfection of the education of young children in collective facilities: 1. expansion of the network of preschool facilities, 2. further developing and extending of the system of training of medico-pedagogical personnel, 3. elaboration of measures to reduce the morbidity rate of children, 4. intensification of scientific research concerning the questions of adaptation, development and education of children, 5. strengthening the cooperation between collective facilities and families.

Po

127. KIŠURCOVÁ, V.: Informace a dokumentace o předškolní výchově. /Information and documentation concerning preschool education./

Predškolská výchova, 32, 1977/78, No.10, pp. 286-287.

This is a paper delivered at the XVth World congress of O.M.E.P. in Warsaw in August 1977. As regards Czechoslovakia, information data on preschool education are concentrated in the Central library of the pedagogical faculty of Charles University, branch centre. The historical bibliography "Education of preschool children in the Czech lands in the 19th century" was published as the first volume of the edition the Bibliography of preschool education in the year 1976.

The second volume, devoted to the contemporary situation, bulletin Preschool Education was published in the year 1977. It covers journals which came out in the year 1976 dealing with preschool education, i.e. specialized periodicals published in the C.S.S.R. and foreign journals available in Czechoslovakia. These information activities enable to get acquainted with the general situation prevailing in the development of this discipline and facilitate the follow-up of the literature and search for new knowledge.

Fo

128. VIŠURCOVÁ, V.: Sympozium o dětské hře.
/Symposium on child play./
Hračka, 13, 1978, No.1, pp.22-23.

The symposium on child play held in Brno in December 1977 listened to papers dealing with the importance of play in the life of children, play of children in creches, creative play in nursery school and didactic and locomotive play. New approaches to play and toy appeared in papers discussing the elements of moral education in child play and the importance of toy for working education. The members of the symposium ascribed a great importance to child play with respect to child development and education and demonstrated in a convincing way that toy is a very important aid in the educational process, for it considerably influences the ways prevailing in child play.

Fu

129. ORSZÁGOS PEDAGÓGIAI INTÉZET
A nevelōtestületi értekezlet elé. /Before the conference of pedagogical collectives./
Óvodai Nevelés, 31, 1978, No.1, pp.3-4.

The conference will be convened to discuss the topic "Planning of teaching and education". The socialist pedagogy can be characterised, among other things, by purposefulness and planned character. The new "Programme" project will become the resource of the content of education. Some of the objectives defined were the following: to pay attention to the health of children, their personal hygiene, keeping of order, respect for adults, etc.

Discussion will also attempt to define clearly the relationship between planned character and planning, assessment of circumstances, conditions and factors affecting planning.

M1

130. Referat des Ministeriums für Volksbildung - Abteilung Vorschulerziehung. /Paper of the department of preschool education at the ministry of popular education./

Neue Erziehung im Kindergarten, 30, 1978, No.1, pp.7-24.
9 refs.

A special issue of the journal reports on the full text of the programme paper delivered at the national conference on preschool education in the G.D.R. The paper is the collective work of the whole department and recapitalutes the development of public preschool education, analyzes the contemporary state viewed from the angle of content, methods and forms of work of nursery schools and outlines the objectives concerning the all-round development of child personality with respect to the nearest future.

Op

131. REPINA, T.: Seminar JUNESKO po doshkolnomu vospitaniyu. /U.N.E.S.C.O. seminar on preschool education./

Doshkolnoye vospitaniye, 1978, No.2, pp.111-113.

This is a report on the seminar attended by 19 delegates from advanced capitalist countries and developing countries from Latin America, Africa and Asia; the socialist countries were represented by the U.S.S.R., G.D.R., Cuba and Rumania. The seminar members discussed the position of preschool education in individual countries, the principal trends of its development, continuity between nursery school and primary school and assistance to parents in the education of their children.

Even though the importance of preschool education for man's life is generally recognized, insufficient means are devoted to the development of preschool education, not only in the developing countries, but also in most of the capitalist countries. That was why the report on the position of preschool education in the U.S.S.R. met with a great response, including data on the integration of preschool education into the system of school education and the research work of the Institute of preschool education of the Academy of pedagogical sciences of the U.S.S.R.

A number of the main principles of the Soviet preschool pedagogy were accepted by most of the participants from not only the developing countries, but also many capitalist countries. The seminar documents reflected also some changes in the theories of bourgeois psychologists, such as that public preschool education should not be considered as separation of the child from the mother and place it in opposition to family education, rather they must be combined and supplement one another.

Fo

132. SAWICKA, A.: Krajowa konferencja dyrektorow i wizytatorow SWP w Szczecine. /Regional conference of head-masters and inspectors of the Study of preschool education in Szczecin./

Wychowanie w Przedszkolu, 31, 1978, No.10, pp. 484-488.
1 photograph.

This is a report on the conference held

in Szczecin in April 1978. The participants were acquainted in detail with the equipment of the Study of preschool education in Szczecin and discussed the efficiency of teaching achievements, organization of work and also the provision of audiovisual equipment for schools.

Bu

133. SZÁNTO, J.: Od mezinárodního dne k roku dítěte. /From the International Day to the International Year of the Child./

Učitelské noviny, 28/81, 1978, No.22, p.1.

The article deals with the origin, history and contemporary mission of the international campaigns organized to defend the rights of children. The International federation of women declared in the year 1949 the first June the International Day of the Child. Today it is UNICEF, World Health Organization and UNESCO that are concerned with the problems of defending the rights of children. The General Assembly of the United Nations adopted and declared the Declaration of the rights of children on the 20th November, 1959, It defines in its ten chapters the principles of the protection of the rights of children to secure

for them a happy childhood and favourable conditions of an all-round development .
The article reports on the situation of children in the capitalist, socialist and developing countries. The United Nations adopted a resolution in 1966 declaring the year 1979 the International Year of the Child. An international seminar took place in Czechoslovakia on 3rd-5th October 1977 to discuss the situation of children in the world of today and the role of women's organizations and other social bodies in the preparation of the International Year of the Child.

Hn

134. VALCSINA, J.: A reform utáni uskola első osztálya és az óvodai nevelés-oktatás tartalma közötti kapcsolat. /Coordination between the content of the first class of primary school and the content of preschool education./

Óvodai Nevelés, 31, 1978, No.7-8, pp.292-294.

This is a paper on preschool education in Poland as delivered at the 8th international seminar in Sofia. Nursery school attendance is four-year long, the last year is mandatory.
The paper describes the efforts for the integration of teaching and education in both nursery

and primary school, including an analysis of reforms implemented in the field of teaching mathematics and the mother tongue in nursery school. The author is of the opinion that more emphasis should be laid in the first class on science and work techniques.

Va

135. VETLUGINA, N.- ZVANOVSKIY, Yu.: XV. kongres Vsemirnoy organizatsii po doshkolnomu vospitaniyu. /XVth congress of the World Organization for Preschool Education./

Sovetskaya pedagogika, 1978, No.2, pp.152-155.

This is a report on the congress organized by the World Organization of Preschool Organization in Warsaw in August 1977. Two major topics were discussed: the protection of the health and rights of children and cooperation between the family and nursery school, and further the question of objectives educational systems in nursery school and analysis of the pedagogical process. The congress was attended by representatives from 47 countries.

Po

136. VINOGRADOVA, A. - ZVORIGINA, K.: Sovetsko-yaponskiy seminar. /Soviet-Japanese seminar./
Doshkolnoye vospitaniye, 1978, No.11, pp.43-51.

This is a report on the seminar held in Moscow in the year 1978. Its aim was to acquaint its participants with the theory and practice of the Soviet preschool education, the system of preschool education in Japan and research work conducted in this field. The seminar was organised by the ministry of school education of the U.S.S.R., Scientific research institute of preschool education of the Academy of pedagogical sciences of the U.S.S.R. and the Institute of psychology of the U.S.S.R. Japan was represented by the publisher and editor of the journal "Problems of preschool education", university professors, nursery school teachers.
The scientific workers of the institute of preschool education acquainted the participants with the findings of the scientific research work of individual laboratories. The Japanese participants delivered papers dealing with the following topics: The system of preschool education in Japan" /4.200 000 children go to nursery school in Japan/, "Questions related to the education of preschool children in discriminated regions" and "Education of children in child community". All speakers pointed

out to the achievements of the Soviet preschool pedagogy. The seminar also outlined the prospects of further cooperation in the field of preschool education in the U.S.S.R. and Japan.

Fo

3. ORGANIZATION OF PRESCHOCL EDUCATION

137. KEŘKOVÁ, A.: Nová etapa vývoje předškolní výchovy. /The new stage of development of preschool education./

Učitelské noviny, 28, 1978, No.33, p.1.

The new concept of preschool education fully respect the child's needs and its age as well as personal characteristics. Nursery school will remain an educational facility for preschool age children which should prepare them for school in the best possible manner, not however, replace school. The development of the teaching and educational system is proportional to the quality of teacher training and their attitudes to work with children and youth.

Ku

138. STEVENS, J. - KING, E.W.: Administering Early Childhood Education Programs.
Boston, Little Brown 1976. 331 pages.
Rewieved by: VAWTER, J.: Early Childhood Education, 54, 1978, No.3, p.148.

The book acquaints its readers with the knowledge and skills necessary in administering early childhood education programmes. It contains data on historical and theoretical questions, early childhood education, research and financial costs of the education of one child.

Hn

139. VÁRKONYI, M.: Angyal-kertek. /Angelgarten./
Népszava, 106, 1978,pp.4-5.

The author discusses in his article the role played by the relation between the family and kindergarten in the educational process in nursery school.

Poo

3.1 Legislative standards and regulations

140. DROTÁROVÁ, E.: Predškolská výchova podľa nových zákonov. /Preschool education in the light of the new Acts./

Predškolská výchova, 33, 1978/79, No.4, pp.101-103.

The new project of the Czechoslovak system of teaching and education was put on a legal basis on 1st September 1978. The Federal Assembly adopted an Act on measures taken in the system of primary and secondary schools, the Czech and the Slovak National Councils adopted Acts on school facilities and state administration in the system of school education. The questions of education and teaching have thus become the jurisdiction of the national republics. Preschool facilities can be established also by socialist organizations. Creches remain in the jurisdiction of the ministry of health care, but it is possible to establish joint facilities creche-nursery school, administered by the ministry of school education. Preparatory departments will be established for five-year old children who could not be accepted in nursery school.

Decrees of the ministries of school education of the Czech and the Slovak socialist republics are being prepared which will modify the organisational rules of pre-school facilities, methods of securing education and also all conditions related to the rights and interests of the parents and children.

Po

141. Metodický pokyn Vládního výboru pro bezpečnost silničního provozu ČSR k zajišťování jednotné koncepce budování a využívání dětských dopravních hřišť. /Methodological guidelines of the Governmental Commission for the safety of road transport in the C.S.R. issued to provide for a uniform concept of the building and using of child traffic playgrounds./

Učitelské noviny, 28/81/, 1978, No.21, p.9.

These methodological guidelines deal primarily with the objective of establishing child traffic playgrounds; concept of founding permanent and mobile traffic playground; types and equipment of child traffic playgrounds; supervision and assessment of activities of child traffic playgrounds and specialized instruction on child traffic playgrounds. The methodological guidelines will become effective on 1st January 1978.

Hn

142. MORGANO, L.: Dibattito institusionale sulla scuola materna. /Institutional discussion on nursery school./

Scuola materna, 65, 1978, No.8, pp.503-507.

The author reports on the new Act put into effect on 18th May 1968 No.444 concerning the founding of state nursery school. It also reports on the nationwide discussion related to this project. It lays emphasis on the continuity between nursery school and primary school, economic consequences, problems related to curriculum. It mentions some of the counter moves in favour of the autonomy of family education rather than the interests of the society and its interference in state school.

Hoff

143. SAWICKA, A.: Upowszechnienie wychowania przedszkolnego w woj. olstyznskim. /Extension of preschool education in Olsztyn district./

Wychowanie w Przedszkolu, 31, 1978, No.7/8, pp. 355-359.
2 photographs.

The authoress analyzes some specific examples of extension of preschool education and the establishment of new facilities in relation to the reform of school education as carried out in one Polish district.

Bu

144. VONDRUŠKA, M. - HALBERŠTÁT, L.: Společný metodický návod ministra školství ČSR a předsedy českého výboru odborového svazu pracovníků školství a vědy k provádění prověrek bezpečnosti a ochrany zdraví při práci ve školství ve školním roce 1977/78. /The joint methodological guideline of the ministry of school education of the C.S.R. and the Chairman of the Czech committee of the trade union of the workers in the system of school education and science to carry out checks of safety and protection at work in school education in the school year 1977/78./
Učitelské noviny, 28/81, 1978, No.6, p.9.

The article formulates the principles on the basis of which checks of safety at work and health protection will be carried out in the system of school education in the school year 1977/78 in all facilities directly administered by the ministry of school education and facilities administered by national councils. Among other things, it also formulates the provision of obligatory equipment in nursery school and creches according to the organizational rules for nursery school /providing radiators with protective grilles, protection of glazed doors up to the height of 100 cm, installation and safe-guarding of electric sockets, not taking more children for walks than specified, etc./. The article also presents suggestions how to raise the standard of care of safety at work in nursery school. This methodological guideline became effective on the day of its issuing.

Hn

3.2 Types of facilities

145. BOSÁKOVÁ, M.: *Práca s cigánskými deťmi v materskej škole.* /Work with Gipsy children in nursery school./

Predškolská výchova, 32, 1977/78, No.7, pp.205-206.

The authoress reports on her experience

with work in a nursery school where Gipsy children are integrated with other children. It was necessary to work with these children individually especially at the beginning of the school year. Another problem was how to integrate these children with the community of the other children. Some children go to the nursery school for the third year now. As regards their intellect, there are no differences from the other children. They excell in musical education, do worst in art education. It is necessary to systematically develop in them imagination and manual skills. These children will come to primary school with adequate knowledge, will not separate from the others and adapt easily to the new conditions.

Fo

146. HABIŇÁKOVÁ, E. - STANKOVÁ, E.: K problematike ústavnej starostlivosti o 0-3 ročné deti. /On the problem of institutional care of 0-3-year old children./

Predškolská výchova, 32, 1977/78, No.7, pp.183-187. 2 tables, 2 figs., 8 refs.

This is an analysis of the existing state of development of infant and children's homes for children under three on the territory of Slovakia on the basis of data obtained by

questionnaires. At day of writing, their capacity was used at 91%. Out of those children where institutional care is expected, sixty percent are of Gipsy origin. In the last three years, eight percent children have been adopted per year, one percent went into foster care. The numbers and composition of personnel comply with the required standards, women prevail. If children come in contact with men, it is either a doctor or technical personnel. Consequently, children have no chance to differentiate men's and women's roles and to identify themselves with the relevant model. Sixty-nine percent of the staff have full qualifications.
The members of the staff with longer practical experience perform perfectly with respect to basic tasks, yet younger staff members establish a better contact with the child, children are more active in their presence, their play is more diverse. As for the spatial arrangement, it differs to a great extent. Smaller premises are more satisfactory. Hygienic facilities are satisfactory only in 55% institutions. Only 77% institutions have a garden of their own. Factors of the material environment determine the possibilities of working conditions, thus affecting the medical condition and standard of the children's development.

Fo

147. CHMELAŘOVÁ, Z.: Mikrojesle v Kroměříži. /Five mini-creches in Kroměříž./

Zdravotnická pracovnice, 29, 1978, No.3, pp. 174-175.

Five minicreches with twenty children operate in Kroměříž. They are administered by the local national council. The advantage of minicreches is that they can be quickly made operational and closed down again. The child-minders themselves prepare meals for the children; they get served first in some special shops. Absence in minicreches is less than in standard creches. Every child-minder is at least two hours out in the open with the children every day. To help these child-minders, handbooks have been developed containing simple daily programmes oriented on individual educational elements. The minicreches are supervised by a doctor in charge, head nurse of the teaching creche of the district and a local council officer. Experience shows that this form of child care is successful both from the economic and organizational points of view. It is especially suitable for small plants which could not afford to operate standard creches.

Fo

148. IVANOVOVÁ, L.: Pečovatelská služba v mikrojeslích. /Child-minding care in minicreches./

Zdravotnická pracovnice, 29, 1978, No.2, pp.111-112.

The rapid growth of the birth rate today has surpassed the building of the network of preschool facilities. Child-minding care in minicreches is one of the possibilities of increasing the number of places in preschool facilities for preschool children under three. They are established according to the Principles for the establishing and operating of minicreches, adopted by the Government of the C.S.R. in Decree No.202/76.

The minicreches are mostly operated by plants which due to the establishment of a minicreche will be able to recruit the necessary labour from the mothers of preschool children. Women over eighteen years of age can become child minders, if they are socially and medically elligible to take care of children and their upbringing. They will have to complete a course of the medical and psychologico-pedagogical minimum and visitations in creches. Their work is supervised and administered by the head nurse.

The number of minicreches in the C.S.S.R. increased to 123 during the year 1976; there were 514 places available. A handbook is being prepared to facilitate the work of child minders in minicreches. Fo

149. IVANOVOVÁ, L.: Zaměření a rosvoj péče o dítě v jeslích v letech 1948-1978. /The orientation and development of child care in creches in the years 1948-1978./

Zdravotnická pracovnice, 28, 1978, No.9, pp.507-510. 1 photograph.

The number of creches in Czechoslovakia before the War was eighty. A significant growth in their numbers took place after 1948, especially in the period 1960-1965. On 1st January 1975, the number of creches in the C.S.S.R. was 1997 with the total of 82 191 places available. The existing capacity enables to place 12.7% children under three in creches in the C.S.R. and 9.8% children under three in the S.S.R.

Creche child care received support by several Governmental decrees: on measures taken to provide for further population growth; a decree setting the task to local authorities to expand the number of places in creches according to the actual need and to make use of some other forms of child minding services; a decree setting the task to state and cooperative economic organisations to establish creches or to participate in their construction and operation together with other organisations.

The Programme of educational work in

creches and nursery school was published in the year 1967 complemented by a methodological handbook. The prevailing form of work with children are educational activities organised for small groups of children.

Child nurses get in-service training in 150-lesson courses of pedagogy and psychology. A special post-matriculation course has been introduced for creche head nurses.

Po

150. KEPKOVÁ, R.: Zelená netradičnímu zřizování mateřských škol. /Green light to the unorthodox establishment of nursery schools./

Predškolská výchova, 33, 1978/79, No.1, pp.21-22.

The authoress reports on her experience from Holýšov, where the LIAZ plant adapted the building of a one-class school closed down in a village 6 km away from the plant and used it for nursery school. The plant made available to the school a bus with hand grips and safety belts. The experience so far has been positive, another class is in preparation. The establishment of nursery school away from the place where the plant is located and the children live also offers many educational opportunities. A sense of discipline, independence is fostered in the children. The children's range of cognition is extended by getting acquainted with life in the country and immediate contact with nature.

Fo

151. KLYUCHNIKOVA, L.: Rukovodstvo vospitatelnoy raboty v malokomplektnom detskom sadu.
/Administering educational work in an incomplete nursery school./

Doshkolnoye vospitaniye, 1978, No.3, pp.25-27.

This is the experience of the head-mistress of a nursery school where one class is a creche and the other serves for preschool children. In the creche class, children are divided into three groups, in the nursery class into two groups, according to which age groups prevail, for example, for children of middle and older preschool age. Individual occupations are organized for several children who are to start school.

The planning of work in mixed classes constitutes an especially difficult problem. The following three types of occupation have proved successful in practical experience:
1. the occupation in all age groups represents the same section of educational work, such as

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getting acquainted with the surroundings, physical education. The topic may be the same, yet the contents of the occupations and requirements for individual age groups are different.

2. Combined occupation, i.e. when the children in one group are occupied on their own, for example by drawing, and the teacher is engaged with the other group in their occupation, such as developing mathematical imagination.

3. The occupation is carried out with only one group, for example, the third occupation with the oldest children.

Pedagogical meetings take place once in two months and their participants discuss questions related to the education of children of both creche and preschool age.

Fo

152. KOLLÁROVÁ, K.: K problematice práce s cikánskými dětmi. /On the problems of work with Gipsy children./

Predškolská výchova, 32, 1977/78, No.11, pp. 315-316.
2 photographs.

The authoress, a teacher herself, points out to the problems related to the education of the children of Gipsy citizens, usually arising from the fact that the family does not offer desirable models for the children. This especially manifests itself in the education of basic hygienic and social habits, in language education. Negative adult behaviour reflects also in the children's play. The teachers therefore exert great efforts to motivate the children's play in the correct manner. When playing at the family, the teachers must tactfully interfere to eliminate undesirable elements in the children's behaviour. It was possible to lay reasonable foundations for school learning in children who had gone to the nursery school for two to three years.

Po

153. KOTZMANOVÁ, J.: Péče o děti v mikrojeslích.
/Child care in minicreches./

Zdravotnická pracovnice, 28, 1978, No.6, pp. 326-327.

Minicreches constitute a transitory form of child minding care of creche age children that could not be accepted in creches for lack of places. It is especially industrial plants and agricultural cooperatives that are expected to operate them. The advantage of minicreches as compared with standard creches is that children get quickly adapted to them; the sickness rate is also reduced in a smaller group of children. On the other hand, the child minder has to fulfil other tasks related to child minding to the detriment of her time available for the children's education. For that reason, such minicreches are more advantageous where the plant or the cooperative provide for the cleaning of the premises, or preparation of meals, etc.

The child minder plays a key role with respect to the successful work of the minicreche. This is why a lot of attention is paid to their selection and care of their specialized skills. The head nurse of the creche located in the place of the minicreche or the district creche nurse is responsible for the guidance of the child minder with respect to the educational and medical care of the children. A handbook has been prepared for creche child minders elaborating in detail the principles of educational work in minicreches and suggesting topics for individual educational sections, particularly in the form of games.

Fo

154. NORDHOFF, I.: "Im Moment nicht zu entbehren".
/Indispensable for the time being./

Spielen und lernen, 1978, No.5, pp.22-26.

The authoress reports on her visits in several preschool facilities of "second rate", which are self-help facilities founded on parents initiative employing women mostly without pedagogical education. For example, there are 924 such facilities in Lower Saxony. Even though their work is usually up to a good standard, especially thanks to a close cooperation with the parents and help of specialized counselling services, the authoress´ opinion this is a provisional solution which cannot replace the systematic work of nursery school. In addition, the legal aspects of employment and financing of their activities are not clearly defined and sufficiently provided for.

Op

155. STRAPATÁ, A.: Čo dává pobyt v prirode děťom.
/The benefits of children´s stay in the open./

Predškolská výchova, 33, 1978/79, No.4, pp. 117-118.

156. VAJDOVÁ, Z.: Boli sme ve škole v p~irode. /We have been in school-in-the-open./

Predškolská výchova, 32, 1977/78, No.10, pp. 292-293.
1 fig.

157. VOJTOVÁ, Z.: Zkušenosti z provozu mikrojeslí v Pardubicích. /Experience with operating a minicreche in Pardubice./

Zdravotnická pracovnice, 28, 1978, No.6, pp. 360-361.
1 photograph.

The first minicreche in Pardubice was founded experimentally 11 years ago. Today, there are 45 minicreches in the district taking care of 200 children. Most of them are located in the child minders flats. At first, the local authorities were responsible for their administration in cooperation with the district institute of national health care; later on, industrial plants were recommended to establish works' minicreches of their own.

Minicreches have proved successful, for they help to solve the permanent shortage of places in creches, They have their advantages, however, some problems also arise, such as when the child minder falls ill and it is necessary to place the children even temporarily in the standard creche. Sometimes it is difficult to provide for the training of the child minders who for family reasons cannot find the time necessary to participate in a training course of a longer duration or a study stay in a standard creche.

Po

3.3 Educational and teaching programmes

158. ASZYK, K.: Efekty pracy wychowawczo-dydaktycznej z dziećmi sześcioletnimi. /Results of the educational and didactic work with six-year old children./

Wychowanie w Przedszkolu, 31, 1978, No.6, pp. 291-294.

The authoress reports on the results of the application of the new decree of the ministry of school education on the preparation of six-year old children for to transition to primary school with respect to reading and writing and essential mathematical concepts. She presents some specific examples and experience.

Bu

159. BAKONYI, V.: A nevelés - oktatás tervezése.
/The planning of teaching and education./
Óvodai Nevelés, 31, 1978, No.11, pp.416-419.

The author summarises the ideas expressed at distric conferences with respect to the above mentioned topic. He mentions the following questions which appeared in the discussion: the planning of education and responsibility to guide children towards collective life, the need of conceptual thinking in the process of achieving results, clarification of the concepts of planned character and planning, the subject of planning - a methodological instruction, generalization up to the limit of comprehension, problems related to structuring the plan.

Va

160. BĚLINOVÁ, L.: Mateřská škola začíná "naplno".
/Kindergarten full speed ahead./
Učitelské noviny, 28, 1978, No.36, p.3.

The article reports on the new concept of preschool education in creches and nursery school. The educational programme is complemented by the Methodology of educational work in preschool facilities. The evaluation of primary school achievements shows that three-year work with 5-6-year old children, as specified in the curriculum, results in the children's better preparation for school.

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161. BODE, U.: Überall ist Spielraum - auch beim Giraffenhaus. /Playground is everywhere - also in the giraffe house./

Spielen und lernen, 1978, No.11, pp.18-22. 5 figs.

The authoress describes the activities of the cultural-pedagogical centre "Karusell" in Munich, where various play gatherings and events for children are organised throughout the year and financially subsidised by the municipal council. The workers of the centre conceive unorthodoxly the spending of leisure time, both with respect to children and their parents. The children have the chance not only to get acquainted with, but to directly look after the animals living in the menagerie /under the supervision of specialists/, to take part in competitions, to draw, build, play on improvized musical instruments, and the like. These activities are organised in the open in summer, and are moved to museums and libraries in winter. These are all activities organized by the so-called "Pedagogical campaign" consisting of seven permanent workers, several voluntary student assistants and another thirty collaborators. The municipal council subsidizes the activities of the cultural-pedagogical centre quite substantially.

Op

162. BRUUN, U.B.: Arbetsplan om små barn i daghem.
/The creche programme of work./
Förskolan, 61, 1978, No.8, pp.9-11.
2 figs.

The child represents an individual personality from the earliest time and is shaped according to the environment in which it grows up, by contact with other persons. It is necessary to create the optimum conditions for its contact with people. As early as in creches, individual approach to children should be taken and adequate groups formed with respect to individual games and activities. The teacher should not try always to fulfil the planned daily programme at any cost, yet it is necessary to observe certain fixed items of the programme: food, sleep, washing, etc.

The plan of work with children in creches will be developed into a book.

Hai

163. CINQUETTI, P. - MISCHI, G.: Come si prepara un piano di lavoro annuale. /The preparation of the yearly plan of work./

Scuola materna, 66, 1978, No.1, pp.24-29.

The authors enumerate principles according to which the yearly plan is drawn up, to meet the following pedagogico-didactic objectives: emotional, moral, social, intellectual, speech, logico-mathematical and art development, working activity, musical education and development of creativity.

Hoff

164. CEEARY, A. - MAYES, T. - PACKHAM, D.: Educational Technology: Implications for Early and Special Education.

London. John Wiley and Sons Ltd. 1976, 191 pages. Reviewed in: The Exceptional Children, 44, 1978, No.4, p.289.

The book contains valuable data on the new methods of teaching with respect to special and preschool education.

Hn

165. DOBOS, F.: Naposrencszer, felelosségtudat kialakítása és a naposi munka tartalmasabbá tétele - óvodánkban. /Daily programme, forming of consciousness, responsibility and active daily routine in nursery school./

Megyei Pedágógiai Hiradó /Veszprém/, 8, 1978, No.1, pp.24-27.

166. FROMBERG, D.P.: Early Childhood Education: A Perceptual Model Curriculum.
New York, J. Wiley 1977, 342 pages.
Reviewed by: WHITE, D.A., Journal of Teacher Education, 29, 1978, No.1, pp.46-47.

The book analyzes the programme of educational work of kindergarten based on perceptual learning which, in the author's opinion, dominates at preschool age. At the same time, emphasis is laid on the communication between the teacher and the children. To overcome the isolation of individual types of children's occupations, an integrated approach is recommended to the selection of individual types of activities. The book is based on surveys and investigations in kindergarten.

Br

167.GOLDMAN, K.S. - LEWIS, M.: Child Care and Public Policy: A Case Study.
Princeton, Institute for Research in Human Development. Educational Testing Service 1976. 96 pages. Reviewed in: Childhood Education, 54, 1978, No. 3, pp.270-271.

The book contains the papers written by research workers who comment on the document prepared by Mr White "Federal programmes for preschool children". It is a survey and recommendations. Among other things, Mr White recommends to extend nutrition programmes, to provide for individualized services for preschool children with special needs and to extend the structure and administration in the traditional spheres of mathematics and reading curricula for preschool and first grade education.

Hn

168. HABIŇÁKOVÁ, E.- VRÁNOVÁ, Z.: Výsledky prieskumu overovania výchovnej práce v jasliach na území SSR. /The results of a survey concerning the testing of educational work in créches in the S.S.R./

Predškolská výchova, 33, 1978/79, No.1, pp.3-6. 4 tables.

This is a report on the testing of the contents and methods of the draft System of educational work in creches, carried out in twenty creches in individual Slovak regions in the school year 1976-1977. The testing criteria were oriented on the clear definition of the task, its integration in the framework of educational components, its organisational position in the daily routine, assessment of the feasibility and adequacy of the task, comprehensibility and suitability of methodological instructions, and the like. The survey involved altogether 24.146 data. Assignments in intellectual and physical education were most frequent. Physical and working education in two age categories were chosen for qualitative assessment. As regards physical education, the general material facilitates to a great extent a free choice of assignment. Since, however, the content of educational assignments should be completely exhausted for every child going to the creche, this fact indicates certain shortcomings in the existing system.The content of educational tasks will require a long-term testing whose objective will be to define more clearly the developmental criteria related to individual tasks.

As regards working education, it was proved that more emphasis should be laid on activities encouraging the child's active participation.

Po

169. JANKOWSKA, H.: Znaczenie informacji w rozwiazywaniu problémów. /The importance of information in problem-solving./

Wychowanie w Przedszkolu, 31, 1978, No.7/8, pp. 346-349.
4 refs.

The authoress bases her considerations on the theory that the child of today receives incomparably more information than a child of the same age did fifty years ago and presents examples from her practical experience to demonstrate how early age children respond to information conveyed to them concerning various problems.

Bu

170. JASIŃSKA, A.: Wykorzystanie programu przedszkolnego w kształceniu polonistycznym uczniów kl.1. /Application of the preschool programme in teaching Polish to first graders./

Zycie szkoły, 33, 1978, No.7-8, pp.41-45.

This is an article dealing with the methodology of the Polish tongue presenting the characteristics of curriculum requirements for six-year old children in the first grade. It mentions what prerequisites for their fulfilment are brought over by the children coming from preschool facilities with respect to communication skills and cognitive abilities, preparation for reading and writing and interest in books. The authoress suggests how to develop the foundations acquired at preschool age in teaching at primary school.

Mi

171. JUNDZI, I.: Perspektiwy rozwoju funkcji wychowawczo-opekuńczych w zreformowanej 10-letniej szkole. /Prospects of the development of educational and teaching objectives in the reformed 10-year school./

Ruch pedagogiczny, 20, 1978, No.5, pp.561-570.
12 refs.

The question arises whether the school

reform will mean only the extension of obligatory school education by two years or an introduction of new educational reforms. The reform must improve the medical condition of the children and eliminate numerous existing shortcomings, should provide for the pupils' better possibilities of individual development. It should also prepare people with creative abilities to apply in their future life.

Bu

172. KARANESHEVA, S.: Nasoki za sastavyane na godishen plan na detska gradina i obedineno detsko zavedenie. /Orientation of the yearly plan of kindergarten and integrated child care facilities./ Preduchilishtno vazpitanie, 26, 1978, No.3, pp. 30-39.

The yearly plan should be comprehensive and include all components of nursery school activities. The principal tasks of the yearly plan should primarily focus on the organization and administering of child care facilities, raising the teachers' qualifications, including other personnel, administrative-economic activities, care of the children's health and cooperation with parents. As regards the sphere of organization and administering of child care facilities, attention should be focused on developing the daily routine and conditions of work, meetings of teacher councils, pedagogical supervision and administrative control. It is necessary to define the forms of raising the qualifications of the pedagogical staff and other personnel, pay attention to the exchange of experience, practical work, consultations, ideo-political work and pedagogical and medical education of the attending and auxiliary personnel. As regards the sphere of administrative-economic activities, health care and cooperation with parents, it is particularly important here to achieve a close relationship between economic and social organizations and the society.

Sv

173. KEŇKOVÁ, A.: Plánování a hodnocení výchovné práce v mateřské škole. /The planning and assessment of educational work in nursery school./

Predškolská výchova, 32, 1977-78, No.121-126.
2 photographs, 1 fig.

The programme of educational work defines the objectives to be met with children of individual age groups. These objectives are only outlined and the teacher is asked to apply them to the conditions prevailing in her class.

Before the planning, an analysis of the educational situation prevailing in the class should be carried out taking into account the individual characteristics of the children, obtain information about the educational influence of the family, analyze local conditions and personal characteristics of the teachers. The plan should be functional, i.e. systematic, constructive, specific, comprehensive and concise. It should contain the following parts: 1. Tasks chosen with respect to age group, 2.Activities based on the children's wishes, 3.Contents of individual occupations, 4. Activities in the open.

The daily preparation for occupation will contain the following: 1. the task, 2. the content, 3. the aids, 4. the methodological procedure, 5. the conclusions with respect to further work. As regards outdoor activities, this is the trip itself, its objective and task, sometimes play in the garden, which means indicating the content of activities, aids, instruments.

The evaluation constitutes a critical analysis of the teacher's work on the basis of the assessment of the results achieved. The conclusions of the assessment should be implemented consistently and in time. In the middle of the school year, an assessment of the results of educational work achieved in the class will be carried out including suggestions on what to focus attention in individual children in the other half of the year. On the basis of the evaluation of individual work with children, it is possible to inform the first-grade teacher of primary school at the end of the nursery school year about the results achieved.

Po

174. KLINDOVÁ, L.: *Novou koncepciou za cieĺavedomé uspokojovanie a rozvíjanie psychických potrieb dieťaťa.* /The new concept and its contribution to the purposeful gratification and development of the mental needs of the child./

Predškolská výchova, 33, 1978/79, No.3, pp. 65-69.

Harmony must be achieved between the child´s mental needs and the requirements put on the child by the educational environment. In case the social environment does not notice in time developmental changes in the child´s needs and does not derive from them adequate modifications in its attitude to the child, conflicting situations may arise between the child and the adult resulting into undesirable forms of behaviour /aggressivity, negativism/. Positive educational influence stems from the adults´ capability to notice in time the child's altered needs and to gratify them.

One of the principal ideas of the new programme of educational work is a better agreement between the educational requirements put on the child and its developmental potential. The work with the new programme should be organised so as to turn it into an effective tool of the gratification and development of the child's need. The following tasks stem from this fact: 1. to provide adequate proportional relations between intellectual and emotional stimuli, 2. to provide conditions for the child's self-realisation.

Fo

175. KOLLÁRIKOVÁ, V.: Radosť aj naďalej hlavným princípom pedagogické práce. /Joy remains the main principle of pedagogical work./ Predškolská výchova, 32, 1977/78, No.10, pp. 288-289.

176. KOMAROVA, T.: Planirovaniye vospitatelno-obrazovatelnoy raboti s detmi. /Planning educational and teaching work with children./ Doshkolnoye vospitaniye, 1978, No.12, pp.41-46.

The principles and suggestions for planning are submitted here as introduction to discussion. The editors of the journal ask for comments or other suggestions. The proposed method of planning has been tested by preschool facilities staff. It has been developed on the basis of general didactic principles: the interrelationship between all components of the educational and teaching work, systematic and consecutive approach, comprehensibility, repetition of the material, individual approach to children. It is recommended to plan for the period of two weeks and to gradually complement the plan in details. The content of planning is indicated in the following table: 1. methods of children's activities, 2. objectives of the curriculum /knowledge, habits,skills/, 3. methods and approaches to execution, 4. didactic material required for work with children, 5. relation to the other aspects of educational work, 6. assessment of educational work with children.

Po

177. KONEČNÁ, Z.: Organizace práce v jednotřídní mateřské škole podle prozatímních osnov. /Organisation of work in single-class kindergarten according to the provisional curriculum./

Predškolská výchova, 32, 1977/78, No.7, pp. 188-189.

178. KUCHAŘOVÁ, L.: První zkušenosti s novou koncepcí výchovné práce v jeslích./First experience with the new concept of educational work in creches./
Predškolská výchova, 32, 1977/78, No.9, pp.253-255.

179. LAUNEROVÁ, Z. - HABIŇÁKOVÁ, E.: Návrh projektu prípravy jasĺových pracovníkov na prácu s novým výchovným programom. /Draft project of the preparation of créche personnel for work with the new educational programme./
Predškolská výchova, 32, 1977/78, No.7, pp.190-191.

The ministries of health care of the C.S.R. and S.S.R. elaborated the central plan of the preparation of creche personnel for work according to the new programme of educational work. The institutes for the further education of paramedical staff in Brno and Bratislava with the assistance of the research workers of the Pedagogical research institutes in Prague and Bratislava will prepare a 35-lesson course. The course will be attended by regional and district psychologists-pedagogues, regional creche nurses, head nurses of teaching creches, head and instructor nurses of infant institutes and children's homes for creche-age children, institutional psychologists. These workers will then apply their newly acquired knowledge in the preparation of the heads of the creches for whom 25-lesson courses will be organized by the regional educational centres.

The preparation of rank-and-file creche nurses will gradually be organized: 1. in the form of regional and district seminars, 2. in the form of professional meetings within the facility, 3. a week's long specialized methodological practical instruction in a teaching creche.

Fo

180. LIPTÁKOVÁ, T.: Overovanie návrhu výchovnej práce v jednotriednych materských školách. /Testing the draft programme of educational work in single-class nursery school./

Predškolská výchova, 32, 1977/78, No.9, pp.242-244.

This is a report on the survey carried out in the years 1976-1977 in fifteen nursery schools in Slovakia. The teachers conducted investigation in in their work according to the draft programme of educational work with 424 children. The objective of the investigation was: to elaborate the organization of individual activities during the day, 2. to test the feasibility of the content of educational work, 3. to suggest and provide the most effective methods for individual components of educational work and activities in mixed groups. The results of the survey facilitated the following: 1. to develop and test several alternatives of the daily routine individual nursery schools can adapt to the prevailing conditions, 2. the possibilities of differentiation of requirements according to child age and of placing high demands on creativity, activity and pedagogical perfection of teachers, 3. to demonstrate that the content of the programme of educational work is practicable if executed in all activities during the day and with the correct selection of methods, 4. to indicate the need of a more profound methodological elaboration of the individual content ranges of the programme. These results will be elaborated into a methodological letter and in the Methodology of educational work for single-class nursery school to be published in the Slovak Publishing House in Bratislava.

Fo

181. NORDHOFF, I.: Wir gehen in die Aphotheke. /We are visiting a pharmacy./

Spielen and lernen, 1978, No.9, pp.100-102. 4 figs.

The authoress suggests a topic for a trip including a visit of a pharmacy where children can learn many useful things from the sphere of medical education.

Op

182. OCHMAŃSKA, W.: Wychowanie przedszkolne w nowym szkolnym roku. /Preschool education in the new school year./

Wychowanie w Przedszkolu, 31, 1978, No.7/8, pp. 340-346.
3 photographs.

The authoress submits in her article a survey of the state of preschool education in Poland in the school year 1978-1979 in relation to the launching of the reform of the system of national school education; she points out that in the year 1977, preschool education covered 47.7% children at the ages between three to six years, out of this percentage, 58% went to preschool facilities in urban and 36% in rural areas. The authoress also mentions the tasks awaiting preschool facilities in the coming school year.

Bu

183. SCHICKEDANZ, J.A. - YORK, M.E. - STEWART, J.et al.: *Strategies for Teaching Young Children.* Englewood Cliffs, Prentice Hall 1977. 306 pages. Rviewed by: ADAMS, W.: Childhood Education, 54, 1978, No.5, p.265.

The book deals with preschool curricula for ages between three to seven years. It contains discussion concerning the strategies for teaching young children and the methods of planning and organising instruction. Other chapters analyze various aspects of teaching the subjects of language and aesthetic education, mathematics, natural science and social science.

Hn

184. STRNAD, S.: *K realizaci programu a metodiky výchovné práce v jeslích.* /On the implementation of the programme and methodology of educational work in creches./

Predškolská výchova, 32,1977/78, No.8, pp.220-221.

This is a report on the seminar convened to discuss educational work in creches. Among other things, data were submitted at the seminar on the origin and structure of the documents which are decisive with respect to the implementation of the new concept of preschool education in creches. These are the Programme of educational work in creches and nursery school, Methodology of educational work in creches and nursery school and Study material for the training of workers in medico-educational facilities for children under three years of age.

Po

185.SZABADI, A.: A nevelés oktatás tervezése. /The planning of teaching and education./ Óvodai Nevelés, 31, 1978, No.12, pp.453-454.

The relationship between education and teaching constitutes the point of departure for planning. Everyday analysis and assessment of the educational programme will provide useful material for the future curriculum. A good quality curriculum provides the respecting of specific questions within individual subjects. The authoress further analyzes individual subjects and points out to short comings occurring in their implementation during teaching.

Va

186. ŠTEFLOVÁ, J.: Nebojte se nových osnov ! /Do not be afraid of the new curriculum!/

Učitelské noviny, 28,/81, 1978, No.16, p.11.

The authoress reports on the experimental testing of the provisional curriculum at the experimental single-class nursery school in Bezvěrov in Pilsen district. She especially points out to the method of work which is very demanding for the nursery school teachers. The authoress reports on the individual teachers' methods used to cope with the curriculum.

Hn

187. VRÁNOVÁ, Z. - HABIŇÁKOVÁ, E.: Výsledky prieskumného overovania výchovnej práce v jasliach na území SSR. /The results of the experimental testing of educational work in creches in the S.S.R./

Predškolská výchova, 33, 1978/79, No.2, pp. 38-41.
1 table.

Another part of the report on testing the contents and methods of the draft programme of the system of educational work in creches. An analysis of the assesement of individual assignments showed that some of them were assessed by part of the creche staff as too easy while others considered the same assignment too difficult, which resulted in the requirement to divide the assignments ascribed to every educational section into shorter time intervals. In the long run, research should be conducted to meet the requirement that specific assignments should be clearly defined for individual age categories as limit standards of development.

The investigation of the individual forms of educational work executing the assighments of the programme showed that the most frequent was the the form of educational occupation. This fact indicates the necessity to encourage the creche staff to use more in their educational work life-like situations as they happen during the daily routine in the educational facility.

The survey definitely proved the positive aspect of detailed content elaboration of the educational work with children.

Po

188. WIECKOWSKI, R.: Roĺa wychowania przedszkolnego w przygotodo reformy programowej w klasach początkowych./The role of preschool education in the preparation of the reform of junior classes curricula./

Wychowanie w Przedszkolu, 31, 1978, No.6, pp. 285-290.

The author states that in relation to

the school reform to be launched in the year 1978-1979 six-year old children who will come to the first grade of primary school should have a developed sense of moral and social attitudes, have a command of the essentials of reading and writing and their aesthetic education should be up to a high standard. The author mentions some concrete examples of these requirements.

Bu

3.4 Cooperation between preschool facilities and other institutions and general public

189. AHLQUIST, M.: Positiva erfarenheter i Göteborg av samverkan grundskola förskola. /Positive experience from the cooperation between the primary school and the preschool facility in Göteborg./

Förskolan, 62, 1978, No.1, pp.14-15.
2 figs.

The article describes an experiment to concentrate the pupils of the junior classes of primary school and the children of a half-day nursery school in the joint premises of the building for a specific part of the daily programme. The organizers' aim was to facilitate the younger children's transition to school; the working programme was more natural for the children, for they were in contact with other age groups. The staff of both school facilities appreciated this attempt at integration; it enabled their better cooperation and confrontation of experience. The advantage of the project is that siblings will get together during the morning programme who would otherwise be separated. The teacher has the chance of observing the children he is going to teach later and it is also possible to determine which children are well prepared for school attendance.

Hai

190. BĚLINOVÁ, L.: Cíl naší výchovy. /The objective of our education./

Rodina a škola, 25, 1978, No.6, p.1.

Family environment significantly affects the forming of child personality and its entire start in life. The family in the socialist society should be a model to the children and an institution providing not only material security, but primarily emotional and moral security. Nursery school purposefully applies and strengthens the integral educational influencing of the child. The family and preschool facilities are committed towards society with respect to a proper education of their children; they should therefore cooperate and mutually help one another.

Ku

191. BÍNOVÁ, A.: *Spolupráce mateřské školy se společenskými organizacemi.*/Cooperation between nursery school and social organizations./

Predškolská výchova, 32, 1977/78, No.5, pp. 138-139.
2 photographs, 1 fig.

192. BODE, U.: *Die Kinder dieser Welt.* /The children of the world today./

Spielen und lernen, 1978, No.4, pp.16-17.
6 figs.

This is a report on the 4th world exhibition of photography organized in cooperation with 52 countries and 300 cultural institutions under the auspices of the United Nations. The objective of the exhibition was to represent the life of contemporary children; more than five hundred photographs were displayed.

The exhibition will gradually be installed in several countries.

Op

193. BODE, U.: Verständniss für andere entwicklen.....
/To develop understanding for other people....../
Spielen und lernen, 1978, No.2, pp.20-21.

The authoress describes her experience with experimenting in a new social centre in Munich where the project of the modern housing estate aimed at creating conditions for the coexistence of several generations so as to establish interaction and mutual communication. On the citizen's initiative, regular cooperation was established between child educational facilities and senior citizens, informal contacts between generations. The purpose of this experiment is to make a good use of the experience of the generation of old-age pensioners, to enrich the social contacts between them, the children and youth for whom their own parents have little time. It is expected that these contacts between children and senior citizens will also influence some of their parents' attitudes.

Op

194. BORICS, J.: Nyilt levél. "Te vayg a legokosabb az óvodában". /An open letter. "You are the wisest in our kindergarten"./

Óvodai Nevelés, 31, 1978, No.2, pp.73-74.

The author discusses the relationship between kindergarten, family, school and the contribution of family education to kindergarten educational programmes.

Poo

195. BUJDOSÓ, É.: Gyümölcsöző Kapcsolat. /Useful cooperation./

Tanító, 16, 1976, No.1, pp.8-9.

The author reports on the cooperation and its achievements between a nursery school in the 15th Budapest district and a primary school from the same district.

Poo

196. Dětský domov - pěstounská péče - adopce. /Children's home- foster care - adoption./

Rodina a škola, 25, 1978, No.12, p.7.

A meeting was organized for the officials of the ministry of school education, ministry of labour and social affairs and the methodological centre for substitute family care to discuss the level, forms and some problems related to substitute family education. The members of the meeting characterized the existing forms of individual and group foster care and children´s homes of family type. They considered of a great importance the cooperation and coordination between child care bodies and children´s homes, for together they will be able to judge better and solve the educational conditions of the children.

Ku

197. PESIČOVÁ, A.: Spolupráce LŠU, jedna z foriem prípravy detí do základnej školy. /Cooperation between kindergarten and popular art school, one of the forms of children´s preparation for school./

Predškolská výchova, 32, 1977/78, No.11, pp. 323-324.

198. JBIER, T.: Oft genügt schon ein Gespräch ! /A talk will often be enough./

Spielen und lernen, 1978, No.1, pp.61-62.

The author criticizes the usually formal activities of the Parent-Teacher Associations at nursery school and points out that the elected representatives of the parents are co-responsible for the educational and teaching work of the school and to a certain extent they should play a supervisory role in a number of questions concerning the programme of work of the school. Naturally, this does not mean the establishing of any opposition platform, but the joint solving of relevant questions to the benefit of the children. The parents should not only rely on the teachers' work, but should express activity of their own /such as in traffic or health education/.

Op

199. LUPÍNKOVÁ, L.: Výsledky dobré spolupráce. /Achievements of good cooperation./

Predškolská výchova, 32, 1977/78, No.9, pp.264-265.

200. POLÁČKOVÁ, J.: Je jim dobře na světě. /They are happy to be alive./

Predškolská výchova, 32, 1977/78, No.11, pp.321-322.

201. SEDLÁČKOVÁ, J.: Uničovské strojírny mateřským školám. /Uničov mechanical engineering works to nursery school./

Učitelské noviny, 28/81, No.12, p.5.

This is a report on the effective cooperation between nursery schools and industrial plants, in this case Uničov mechanical engineering works.

Hn

202. ŠULCKOVÁ, M.: Tříleté zkušenosti. Nová koncepce ve spolupráci mateřských a základních škol. /Three-year experience. The new concept in the light of cooperation between nursery and primary school./

Učitelské noviny, 28/81, 1978, No.22, p.5.

The authoress reports on the experience with the three-year cooperation between nursery and primary school in providing a smooth transition of the children from nursery school to the first grade of primary school in Železnice near Jičín.

Hn

203. **WORM, E.:** Zu Fragen des Zusammenwirkens von Kindergarten und Familie. /On questions of the joint activities of nursery school and family./

Neue Erziehung im Kindergarten, 30, 1978, No.7-8, pp.3-5.
4 refs.

The authoress analyzes the educational function of both the above institutions, assesses their mutual cooperation and in some aspects also their mutual irreplaceability requiring an agreement to the effect that they should develop those aspects which are fundamental and typical of them. She analyzes experience from her own district and presents examples of those spheres where the joint activities were especially successful /health and emotional education/. Of interest is her mentioning the now common phenomenon of regular visits carried out by nursery school teachers in the families in general, not only those with problem children.

Op

4. EDUCATORS OF PRESCHOOL CHILDREN

4.1 Parents; family

204. ALMÁS, Z.: Eredmények és problémák a családi életre neveléssel kapcsolatba. /Achievements and problems related to family education./
Óvodai Nevelés, 31, 1978, No.2, pp.61-63.

The article discusses the objectives and content of family education in the socialist society. Preschool education aims at achieving a harmonious development of child personality, which is also a requirement placed on family education.

Ml

205. ANDERKÓ, L.: Az óvodai scaládi nevelés vitájához. /On the discussion on family education in relation to nursery school./
Óvodai Nevelés, 31, 1978, No.4, pp.138-144.

The authoress summarizes the discussion opened on the above subject. She specially deals with ideas and views which are not scientifically grounded and tries to find an explanation for them. She theoretically justifies the modern concept of psychosexual education of children between the ages of three to six years. She points out to prejudice, misconceptions stemming from lack of knowledge or based on religious attitudes. She analyzes feelings of shyness and ascribes to it a role related to the moral standards of man. In conclusion, the authoress states that the conclusions of the discussion were positive and that it contributed to the clarification of many questions. Psychosexual education constitutes an important moment in the wholesame development of child personality.

Ml

206. BÁRSONY, M.: Észrevételeim az óvodai családi nevelés körülkibontakozott vitához. /Development of discussion on family education in relation to nursery school - criticism./ Óvodai Nevelés, 31, 1978, No.4, pp.136-137.

The authoress analyzes some of the views expressed in the discussion opened on the above subject. Some criticism was voiced against certain attitudes, such as free sexual and moral education even in cases when it is based on the interpretation of facts. She explains the role of authority in this process.

Ml

207. Besedujeme o pohlavní identifikaci a orientaci dětí. /Discussion on the sexual identification and orientation of children./

Rodina a škola, 25, 1978, No.8, p.9.

Psychologists and sexologists met to discuss their views; they asserted that the father and mother role should be different, for there exist typically male and typically female characteristics. For that reason, women should not take over the father's educational authority, while men should not play a passive role both in the marriage and parenthood.

Ku

208. CAMURI, M.: La socializzacione: il bambino nelle sue realisazioni con il padre, la madre i frotelli, i nonni. /Socialization: the child in relation to its father, mother, siblings, grandparents./

Scuola materna, 65, 1978, No.9,pp.565-567.

The authoress considers the problem of socialization in the most natural relations, i.e. blood relations. How to conceive the child and its autonomy - whether it should be torn away from these relations and adapted from its early childhood to the requirements of the society. She uses the experience of Israeli "kibutsim" to demonstrate the underrating of this problem, i.e. underrating the natural educational influence of the older generation on the younger one.

Hoff

209. CLARKE-STEWART, K.A. - LOCKWOOD, A.L. - APPLE, M.W. et al.: *Today's Family in Focus.* Chicago, National PTA 1977, 8 volumes. Reviewed in: Childhood Education, 54, 1978, No. 5, p.269.

The authors submit in eight volumes of six pages each data on preschool education, family, and the contemporary state of development of child care. The publications deal with the following subjects: Parent Education: Where it's Been and Where It's going; Children's Rights and How Parents Can Protect Them; Work and American Family; The Family in Today's Educational World; Parents, Children and Preventive Medicine; Children and Values; A Guide for Parents and Teachers; Developing the Mind of the Child; The ABC's of Children's Social Development.

Hn

210. DUNOVSKÝ, J.: Poruchy rodinné a jejich diagnósa v práci dětského lékaře. /Family disorders and their diagnosis in a pediatrician's practice./

Československá pediatrie, 33, 1978, No.6, pp. 352-353.
8 tables.

This is a scientific study suggesting a uniform concept and classification of family environment disorders in relation to the child. The classification is based on the socialization-educational function of the family focused on child care and interest in the child. Situations are classified when the parents cannot look after their children, do not know how to look after their children or do not want to look after them. The proposition defines eight criteria and a scoring scale of assessment.

The criteria include the composition of the family, its stability and socio-economic situation, personalities of the parents and siblings, personality of the child under study, interest in the child and care of it. A comprehensive analywis of the family environment constitutes a diagnostic tool in investigating its disorders. Its effectiveness and usefulness with respect to the work of pediatricians is now experimentally tested. The above proposition is also of interest to pedagogical workers, for family environment disorders negatively reflect in the teaching and educational process.

Mi

211. ERDÉLYNÉ SZABADI, M.: Család és óvoda. /Family and nursery school./
Ma és Holnap, 5, 1977, No.2, pp.157-164.

The authoress discusses the role of the parents and the family in relation to nursery school and the educational processes taking place in it.

Poo

212. FANTA, K.: Máma a táta v jedné osobě. /Mother and Father in one person./
Rodina a škola, 25, 1978, No.4, p.9.

A psychologist from a marriage counselling service discusses in his article the importance played by the roles of father and mother in child life. In case the family becomes incomplete as a result of divorce, it is necessary for the child to see and participate in the routine of other households where both the parents are present. The education of boys in incomplete families constitute a specially difficult problem, for they definitely need a positive model of father and male.

Ku

213. FIELD, T.: Interaction Behaviours of Primary Versus Secondary Caretaker Fathers.

Developmental Psychology, 14, 1978, No.2, pp. 183-184.
1 table, 5 refs.

Investigation indicates that fathers behave differently towards young children from their mothers. Since, however, in comparison with mothers fathers are usually only secondary caretakers, the question arises whether fathers behave differently towards their children because they are fathers or because they are only secondary caretakers. In the experiment described by the author of this article the interaction behaviours with a four-month old infant were investigated in a/ group of twelve fathers who were secondary caretakers, b/ group of twelve mothers who were primary caretakers. Three-minute videotape records were made of the interaction behaviours between the parent and the infant in a laboratory. The results show that both groups of fathers played with the infant more often and held it less often by its limbs than the mothers. Primary caretakers /both mathers and fathers/ smiled more often at the infant and mimicked the infants' grimaces and vocalizations more often than secondary caretaker fathers. These differences are probably due to the fact that primary caretakers of both sexes have a better knowledge of the behaviour of their infants in comparison with secondary caretaker parents.

Od

214. FRODI, A.M. et al.: Fathers'and Mothers' Responses to the Faces and Cries of Normal and Premature Infants.

Developmental Psychology, 14, 1978, No.5, pp. 490-498.
4 tables, 30 refs.

The objective of the experiment was to investigate in 64 parents of five-month old infants their responses to the faces and cries of normal and premature infantsthey did not know. The faces and the cries of the infants were video-tape-recorded. Half of the parents saw a normal infant, the other half a premature infant. The sound was matched with the image

NOO

so that half of the normal infants "emitted" the cry of the premature infant and vice versa. The vegetative responses of the parents were recorded /changes in pulse and electrodermal responses/ and their statements were recorded too. The results of the experiment show that the cry of a premature infant evokes more intensive vegetative responses in adults and is perceived as more disagreeable than the cry of a normal infant. This effect is especially marked in cases where the cry of a premature infant is connected with an image of its face. No significant differences were found between fathers and mothers.

Od

215. The FISM-ADASM Institute /Verona/: "Adesso ti spiego..." /Now I understand you ...../ La famiglia degli anni settanta vista da bambini di 5-6 anni. /The family of the 1970's as seen by 5-6 year old children./

Scuola materna, 65, 1978, No.14, pp.954-964.

This is a very detailed study of family relations documented by an analysis of works of art and artefacts made by five-to six-year children. They reflect the whole personality of the child, its process of socialization,

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the parents' educational methods, intimate family life. It is a successful psychological probe into the mind of the preschool child.

Hoff

216. KENISTON, K.: *All Our Children: The American Family under Pressure.*

New York, Harcourt Brace Janovich 1977. 255 pages. Reviewed by: AMERSHEK, K.: Childhood Education, *54*, 1978, No.4, p.201.

The book presents a contemporary picture of the American family, a survey of the existing state of development of the education and teaching of children and submits the results of a sociological investigation of the contemporary state of the American family and standards of child care in health and school facilities.

Hn

217. KENTLER, H.: *Jeder braucht einen Menschen.* /Everybody needs somebody./

Spielen und lernen, 1978, No.9, pp.32-33.

A prominent sexologist and sexual pedagogue opens a new column in the journal which will be devoted to interrelations between parents /frau + mann/. It will draw on contemporary problems prevailing in marriages and interpersonal relations in general; the author points out that it is necessary to learn how to live in marriage.He also mentions several problems to be tackled on the journal's pages with the assistance of specialists in different professions /psychologists, sociologists, lawyers, economists, physicians and professional pedagogues/. He also informs about a counselling telephone service he is opening on the above problems.

Op

218. KOVÁČIK, P. - VAŇKOVÁ, D.: Rodina ako činiteľ výchovy k manželstvu a rodičovstvu. /Family as a means of education to marriage and parenthood./

Psychológia a patopsychológia dieťaťa, 13, 1978, No.5, pp. 445-458.
6 tables, 13 refs.

The authors attempted to outline some theoretical and practical problems related to the influence of the family on the education of the young generation to marriage and parenthood. They analysed 1454 questionnaires obtained from secondary school students and apprentices. The results of the survey show that the standard of emotional atmosphere in the family and mutual trust between the parents and the children are essential in the educational activities in this sphere. According to the subjects, the family contributed with 35% to their knowledgeableness of matrimonial questions.

Va

219.MRKVIČKA, J.: Ale nejen lásku. /Not only love./ Rodina a škola, 25, 1978, No.5, p.1.

The author characterizes parental love comprising a joyful feeling of happiness in life and parental understanding. Parental love should not be selfish, parents should enable their children to learn to love other people as well.

Ku

220. NORDHOFF, I.: ... und bei wem bleibt das Kind ? /.... and who will keep the child?/
Spielen und Lernen, 1978, No.6, pp.18-20.

The authoress submits several questions concerning the new divorce law according to which the child's choice is taken into account as well as the opinion of a lawyer-specialist in the field of family law. The experience with the enforcement of the law in practice indicates that the problem is solved only from the legal but not from the psychological point of view. The child often becomes during the divorce proceedings the object of prestige fighting and is a sort of "pre-programmed" for a specific choice, for it is not able to make the decision itself. Lawyers are not qualified to judge, and they do not do it in fact, to decide the future of the child neither from the psychological nor the human point of view.

Op

221. OSTROVSKAYA, L.: Put k sertsu roditeley. /Road to the parents' hearts./
Doshkolnoye vospitaniye, 1978, No.9, pp.61-66.

To establish contacts betwee nursery school and parents constitutes a very complex component of pedagogical activities. The teacher deals here with adults who already possess definite opinions of education and their own methods of bringing the child up. Parents are people with different levels of education. Today, the parents' demands an the standard of work of nursery school and the children's preparation for school are increasing. All this requires from the teacher to behave in relation to parents within the principles of pedagogical ethics.

Fo

222. PACHL, L.: Dítě má právo na úplnou rodinu. /The child has a right to a complete family./ Děti a my, 8, 1973, No.2, pp.5-8.

Child care and family education constitute important activities from the society's point of view. A harmonious relationship between father and mother is very important with respect to the stability of marriage and family. Most divorces aflict young marriages, i.e. families with young children. The most frequent causes of divorce are differences in characters and infidelity. An incomplete family is established by divorce; their number in Czechoslovakia is more than 80 000. People should bear in mind that both parents are important for child care and education.

Ku

223. **RADEVA, L.:** Rolyata na semeystvoto za trudovoto vazpitanie. /The role played by the family in working education./

Preduchilishtno vazpitanie, 26, 1978, No.4, pp. 17-21.
5 refs.

This article is focused on the question of the role played by the family in the working education of the child. Work, the same as play, should take a permanent place in the everyday educational routine in the family. For that reason, the child should be systematically involved in an ever more responsible and demanding working process. This represents the principal and obliging prerequisite of systematic family education. Yet, the demands should be regulated according to the child's abilities and potential, must be in keeping with its age and specific features of its mental and physical development. An important role is further played by tne behaviour of adults in the family, which is affecting the child's attitude to work, its attitude to responsibilities and duties as well as its opinions of the usefulness of this work.

Kr

224.ROUTH, D.K. - WALTON, M.D. - PADAN-BELKIN, E.:
Development of Activity Level in Children Revisited: Effects of Mother Presence.

Developmental Psychology, 14, 1978, No.6, pp. 571-581.
6 diagrams, 16 refs.

Prior experiments showed that under the controlled conditions of the playroom the activity level /expressed by the amount of locomotive activity/ gradually dropped in children at the ages between three to nine years. The new experiments were designed to verify and complete the above findings. Two series of experiments were conducted. The first investigated the development of activity between ten months to five years of age. A hundred children were investigated. Contrary to the findings of the preceding experiment, however, it was found that in the period of three to five years of age there occured another increase in the level of activity. For that reason, the second series of experiments systematically varied the three principal conditions different in both experiment, i.e. 1. equipment of the playroom with furniture, 2. types of toys, 3. mother presence. The variation of conditions facilitated to reproduce the differing results achieved in both experiments and to determine at the same time that the main cause of

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the differing results was mother absence in the preceding experiment and mother presence in the first series of experiments of the follow-up. In mother presence, five-year old children /not however three- and four-year olds/ manifested a significantly higher activity level than in mother absence.

Od

225. ŘÍČAN, P.: Co opravdu potřebují ? /What do they really need ?/

Rodina a škola, 25, 1978, No.2, p.5.

The author discusses in his article some problems related to child education and the gratification of child needs. In addition to the gratification of material needs, parents should also devote adequate time to their children and look after their intellectual and emotional development. When educating a preschool child, it should be left with enough initiative to explore on its own; parents should also participate in its activities.

Ku

226. SCHAFF, G,: Frauen, die Karriere machen.
/Career women./

Spielen und lernen, 1978, No.11, pp.44-46.

The authoress considers women's prospects to achieve higher positions in their jobs. On the basis of a survey, she mentions some employments in which women can hold executive posts. These are especially jobs of an auxiliary nature. In economy, science a politics, women are exceptions. As regards executive positions, they appear occasionally as school head-mistresses, or heads of educational facilities, head doctors, professors. The authoress states that as regards the sample of subjects, it was usually the family background which had early in their lives created conditions for their successfull professional careers later on /well-to-do families and only children/.

The authoress points out that even though the prerequisites for career success are theoretically the same for women, in practice, however, it is very difficult to combine the obligations of wife and mother with a demanding executive office; for that reason, the percentage of women in executive positions is still very low.

Op

227. Soll der Vater bei der Geburt dabei sein ? /Should the father be present at birth ?/

Spielen und lernen, 1978, No.9, pp.28-29.

This is a reader inquiry concerning the subject of father presence at the birth of his children. Most of the persons asked, both men and women, were of the opinion that father presence at birth could imbue the wife with a greater feeling of security and mental support. It is important, however, that the father should be prepared for the event in advance to be able to help the wife cooperate /breathing, relaxation/. This joint experience can get both the parents still closer together and strengthen in the father a feeling of parental co-responsibility. A woman who during her labours feels very lonely in her physical pains, would be encouraged by this joint experience and able to overcome this feeling of loneliness more easily.

Op

213

228. ŠTURMA, J. PRÍBOVÁ, Z.: Otec - brána do světa.
/Father - the gateway to the world./
Děti a my, 8, 1978, No.2, pp.8-9.

A child needs to carry the mental images of both his father and mother; this can be achieved only through an intimate relationship to either of them. Mother is the heart of the home, father is its shield. Tenderness is typical of the relation between mother and child, a certain distance and respect should exist between father and child. Father represents authority integrated with love.

Ku

229. WIESENFELD, A.R. - KLORMAN, R.: The Mother's Psychophysiological Reactions to Contrasting Affective Expressions by Her Own and an Unfamiliar Infant.
Developmental Psychology, 14, 1978, No.3, pp.294-304.
6 diagrams, 1 table, 25 refs.

Researchers investigated the differences in mothers' vegetative responses to the cries and smiles of their own and unfamiliar infants. Seventeen mothers of three-month old infants were presented with a soundless video-tape recorded image of the smile and cry of their own and unfamiliar infants; control images of landscape were also presented. Two vegetative responses were recorded in the mothers: 1. changes in pulse frequency, 2. electrodermal responses; at the same time the mothers were asked to talk about their emotional responses to the images as presented to them. The experiment demonstrated that both vegetative responses of the mothers to the affective expressions by their own infants significantly differed from their responses to affective expressions by unfamiliar infants.

Od

230. WYNNYCZUK, V.: Nové faktory ovlivňující stabilitu rodiny. /New factors affecting family stability./ Děti a my, 8, 1978, No.3, pp.3-4, 21.

Changes in the demographic, social and economic characteristics of the population reflect in the disturbed or weakened family stability. Children cease to be the stabilising factor in families, women cease to be economically dependent on men. Other significant factors are: growth in education and skills, socio-professional status, and the housing and material situation of young families.

Ku

4.1.1 Parenthood education: education of parents

231.BEČKA, K.: Kapitoly o výchově k rodičovství. I.
/Chapters from parenthood education. I./
Rodina a škola, 25, 1978, No.3, p.3.

In the first part of his study, the author discusses how parents can show to their children by their personal example the daily routine of family life. Parents educate their children all the time, even though they may not be always consciously aware of the fact.

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232. BEČKA, K.: Kapitoly o výchově k rodičovství.II.
/Chapters from parenthood education.II./
Rodina a škola, 25, 1978, No.4, p.3.

In the second part of his article, the author, a doctor, suggests to parents how to adequately answer some of the questions of preschool children. Mutual trust is invaluable for the further development of both the family relations and the child itself.

Ku

233. BEČKA, K. :Kapitoly o výchově k rodičovství. III.
/Chapters from parenthood education. III./
Rodina a škola, 25, 1978, No.5, p.3.

In the third part of his article, the author reproduces to the readers a narration from the book "How we were born". A "fairy tale" presents a possibility of an adequate explanation of children's questions both from the language and style points of view.

Ku

234. BEČKA, K.: Kapitoly o výchově k rodičovství. IV.
/Chapters from parenthood education. IV./
Rodina a škola, 25, 1978, No.6, p.3.

The author points out in the fourth part of his article that children's questions as to how they were born should always be truthfully answered even though not in full detail. It is also necessary to explain the father role, since in school children often meet children from incomplete families.

Ku

235. BEČKA, K.: Kapitoly o výchově k rodičovství. V. /Chapters from parenthood education.V./

Rodina a škola, 25, 1978, No.7, p.3.

The fifth part of the author's article deals with the problem of when and how to sexually enlighten adolescent girls. The parents should warn even their preschool children against contacts with strangers.

Ku

236. BULISOVÁ, M. - CHYTILOVÁ, V.: Den otevřených dveří na mateřské škole. /An open-door in nursery school./

Předškolská výchova, 32, 1977/78, No.9, p.266.

This is a report on the celebration of the International Women's Day organized in an unorthodox way as an open-door in nursery school so that the parents could get acquainted with its daily routine and programme of activities. It took place on a Saturday; the parents proved by their participation that they were interested in the education of their children. Each class presented an example of the educational programme. In conclusion, the children congratulated their motehrs on the occasion of the Internationa Women's Day, gave them small gifts and served them with refreshments they had prepared themselves.

Fo

237. BRADSHAW, B.R. - McLIHANEY, W. Jr. - THERESA, J.W. - TYLER, L.S.: Counselling on Family Planning and Human Sexuality.

New York, Family Service Association of America 1977. 216 pages.
Reviewed in: The Personnel Guidance Journal, 56, 1978, No.6, p.311.

A team of authors present a survey of the problems related to marriage and pre-marriage counselling /family planning, problems of abortion and sterilization, sexual counselling/. The book is designed for social counsellors to acquaint them with the technology of counselling for both adolescents and adults. Some chapters lay emphasis on the social prospects of family life and define the role played by a social worker and counsellor viewed from this angle.

Hn

238. DOBÍHALOVÁ, M.: Na pomoc rodinné výchově. /Contribution to family education./

Učitelské noviny, 28/81, 1978, No.1, p.2.

The article reports on the preparation for family education in Gipsy adolescents organised by the district coordination board of counselling services for children, youth and family in Šumperk in cooperation with medical workers, pedagogues and officers of the department of social affairs of the Distric national committee in Šumperk. The course was designed for Gipsy girls at the ages between eleven to fifteen years to intensify marrital education and education to responsible parenthood. Five lessons were planned on the following subjects: Personal hygiene and hygiene of adolescence; Care of the ill; Children and education in the family; Essential knowledge of marriage; Importance of the family and education to parenthood; Forms of social welfare; Demographical aspects; The rules of good manners; Essentials of housekeeping. The theory was supplemented by excursions to nursery school, children's home and infant home. The papers were delivered by doctors, medical nurses, pedagogues and social workers. The objective of the lecturers was to convince the girls that as future mothers they were responsible for their children growing up in a family atmosphere full of love and good material standards.

Fn

239. DUNIN-WASOWICZ, M.: "Co on pani przeszkadza?" /Is he a bad boy ?"/

Wychowanie w Przedszkolu, 31, 1978, No.3, pp. 156-158.

This is a report on a questionnary concerning the relation between nursery school and parents. The authoress of this article, teacher in a village school, describes how parents who are summoned for a talk with the teacher always think that their child is behaving badly in nursery school and promise to discipline it and how surprised they are when it turns out that, in fact, it is the other way round, the child should be rewarded for its doing well in the nursery school. Such talks constitute an important component of the very important education of parents.

Bu

240. ESCHEROVÁ, D.: Jak spolupracujeme se SRPŠ v našem předškolním zařízení. /Our cooperation with the Parent-Teacher Association in our preschool facility./

Predškolská výchova, 32, 1977/78, No.12, pp.347-348.

When drawing up a plan of activities of the Parent-Teacher Association, the objectives are taken into account as enumerated in the decree on the activities of Parent-Teacher Associations, the resolutions of the local branches of the Party and public bodies and the plan of the educational programme of the facility. The plan should specify the tasks and topics to be discussed at plenary meetings, individual commission meetings and class meetings. The Parent-Teacher Association organizes school-in-the-open every year and actively promotes the cooperation established between their facility and a creche-nursery school in Prešov and a socialist labour team from the Doubrava mine. On the occasion of the 10th anniversary of opening the combined facility a discussion meeting was organized attended by the current and former officials of the PTA and the preschool facility staff. Together, they recapitulated and evaluated the achievements of the past decade.

Po

241. GÁL, F.: A scaládi életre nevelés. /Family life education./

Óvodai Nevelés, 31, 1978, No.12, pp.460-463.

This is the summarization of the discussion which has taken place on the journal's pages for two years. The contributions confirm the importance of psychosexual problems.

The authoress takes a critical stand against this one-sidedness, for it over-shadows other problems of at least the same importance. She also analyses the diversity of children's mental development which should be respected in education. In conclusion, she points out the need of positive emotional contacts, frankness, social tactfulness and healthy chastity in psychosexual education.

Vs

242. Jak připravovat dítě pro školu. Roshlasový kurs o výchově dítěte předškolního věku v rodině.

/How to prepare children for school. A radio course on the education of the preschool child in the family./

Učitelské noviny, 28/81, 1978, No.3, p.6.

The article reports on new forms of preschool education - preparation of children for school. In addition to preparatory departments, these are parent clubs, seminars, discussion meetings, specialized lectures. In cooperation with the ministry of school education of the C.S.R., Czechoslovak Radio has prepared a series of ten lectures and discussion meetings elaborated by prominent specialists engaged in preschool education. The article enumerates the topics and the time-table of broadcasting. The topics are recorded so that they can be later on used by nursery school at meetings of parents clubs, seminars, etc.

Hn

243. YEFIMOVA, G.: Propaganda pedagogicheskikh znaniy. /Publicity to pedagogical knowledge./ Doshkolnoye vospitaniye, 1978, No.5, pp.45-47.

The authoress describes her experience from Kostromi. Pedagogical knowledge is spread in two directions in this region: 1. in residential quarters and places of work /lectures, discussion meetings, meetings organized to discuss pedagogical, medical and legal subjects, lecture courses and universities, pedagogical public education presented by radio, television, press; independent study/. These activities are organized by a scientific-pedagogical society which also involves the activities of sections of preschool education active in several places. 2. pedagogical education of parents whose children go to preschool facilities. Pedagogical knowledge can be presented in this case in a differentiated manner, taking into account the specific conditions and individual specific features of children, thus to offer to parents specialized assistance in education.

Fo

244. JÍROVÁ, M.: Rodina a mateřská škola. /Family and nursery school./

Rodina a škola, 25, 1978, No.12, p.6.

Preparatory departments are established in nursery schools for children enrolled in the first grade of primary school who so far have not attended nursery school. They are open once or twice per week and children get the possibility of adapting to the collective of other children. A number of nursery schools organize seminars for parents and parent clubs. The objective of these forms of contacts between the family and the nursery school is to see to it that the level of preparedness for school of six-year old children coming to the first grade of primary school is approximately the same in all the children.

Ku

245. KOLLÁROVÁ, M.: Možnosti usmerňovanie a výchovy rodičov. /The possibilities of influencing and educating parents./

Predškolská výchova, 32, 1977/78, No.7, pp.195-201. 2 appen.

This is a description of a comprehensive system of education of parents. The contact with parents occurs when they come to enroll their child in the creche. The head nurse will make an introductory interview with the parents involving the following questions: 1. explanation of the objectives of the creche, acquaintance of the creche environment and methods of educational work and health care; 2. acquisition of information about the education of the child in the family; 3. the parents' acquaintance of their rights and obligations; 4. convincing the parents for cooperation in the field of material assistance. After the interview, the parents will sign a declaration and fill in a questionnaire which will become a background document for drawing up the programme of individual work with the child, especially in the adaptation period. In addition, before the child comes to the creche, a nurse will visit the family. The head nurse will give her the relevant recommendations based on the data she obtained in the introductory interview. Also, if need be or especially when certain educational problems arise, the nurse will visit the family again to find the reasons and to look for a solution together with the parents.

A comprehensive plan of education of parents will be elaborated yearly. It will contain a number of subjects to be discussed either at plenary meetings or meetings of individual sections.

Another method of parent education are individual interviews of nurses with parents and occasional discussion meetings.

Po

246. KOPECKÁ, S.: Spolupráce s výborem SRPŠ a patronátním závodem. /Cooperation with the committee of the Parent-Teacher Association and the patronage plant./

Predškolská výchova, 32, 1977/78, No.8, pp.234-236.

The author reports on the experience from a joint creche-nursery school facility. The plan of cooperation consists of two sections: the PTA to the school, the school to the PTA. The parents mostly helped in the school garden, in various repairs and maintenance work. The teacher and nurses mostly influenced the parents by preparing the contents of various notice boards. They prepared displays and small exhibitions to acquaint them with the aesthetic education carried out in the nursery school and education to parenthood. On the corridors of each pavillon of the nursery school there are pedagogical corners where the parents can read or borrow specialized journals. An open-door in the nursery school acquainted the parents with education to traffic safety. The nursery school maintains cooperation with two patronage plants in Cheb. The children get the chance to talk to and to get acquainted with the best workers of these two patronage plants.

Po

247. KOTEK, M.: Nastávající otec. /Expecting father./
Rodina a škola, 25, 1978, No.12, p.6.

The author discusses in his article the situation prevailing in the family before a child is born and the position and tasks of the future father. He should learn to understand the newly born infant as best as possible from the earliest days. The relation between the husband and wife should also be consciously fostered to achieve a harmonious marriage, for in such cases it is not expected of the child to be a means how to keep the marriage going, rather to be its fruitful achievement.

Ku

248. LEHMDĚNOVÁ, V.: Spolupráce našej materskej školy so ZRPŠ. /Cooperation of our nursery school with the Parent-Teacher Association./
Predškolská výchova, 32, 1977/78, No.12, pp. 356-357.

The authoress reports on her experience with the work in a nursery school attended by a larger number of Gipsy children from less stimulating environments. At regular meetings of the Parent-Teacher Association, the teachers gradually informed the parents about the educational objectives of nursery school. The chairman of the local national committee took part in the lecture by a physician on children's diseases to discuss together with the parents the health care and hygienic conditions in the locality. The nursery school teachers visited the Gipsy families and advised them in questions of education, hygiene and suggested some improvements in the family environment.

The parents participated in a Christmas party, children's carneval and a coach trip to Bojnice. Practically all parents took part in the P.T.A. meetings and voluntary work in improving the surroundings of the nursery school.

Fo

249. LEVINE, J.A.: Who Will Raise the Children ?
New York, J.B. Lippincott Company 1976. 192 pages.
Reviewed by: The Personnel and Guidance Journal, 56, 1978, No.6, p.311.

The book recapitulates the findings of a year-and-a-half long survey of the attitudes and opinions of fathers who themselves raise their children, as well as the opinions of social workers regarding father care.

Hn

250. **MATĚJČEK**, Z.: Hodnota dítěte pro rodinu. /The child's value for the family./

Demografie, 20, 1978, No.2, pp.134-140.
5 refs.

A specialised study subjects to investigation parenthood related to the question why people want or do not want children. Psychological research both in Czechoslovakia and in other countries arrives at conclusive findings and formulates them into methodological guidelines. Parents' views of the child's value for the family are integrated and interpreted within the pattern of fundamental mental needs: stimulation - meaningfulness of the world - security in emotional relations - need of identity. In the author's opinion, these needs constitute a unifying mental basis according to which a young person's attitudes to parenthood are formed.

Nu

251. NORDHOFF, I.: Wenn ich nicht mehr weiter weiss... /When I do not know any more how to go on ..../ Spielen und lernen, 1978, No.12, pp.18-21.

The authoress reports on the activities of the Berlin centre for child protection, active as a socio-psychological and legal counselling service in cases when parents who find themselves in a crises threaten the mental and physical health of their children. The centre is involved especially in very serious cases entailing also legal consequences /mother batters her child, parents batter one another and cause stress situations for the child, etc./. Experience shows that often it is necessary to interfere very significantly into the structure of the family and by means of a long-term therapy to remedy the situation /to help to acquire education, to look after part of the family when one of the parents is in jail, to solve their housing problem/. Even though many parents ask the centre for help and social workers point out to other families in need of the centre has only two permanent officers and eighteen permanent external assistants whose work is voluntary. To facilitate the centre to extend primarily preventive care and to cover the necessary expenses, the financial subsidy would have to be substantially increased, for this highly beneficial work from the social point of view cannot only rely on citizen's voluntary initiative and occasional contributions.

Op

252. NOVÁK, T.: Využití hromadného a skupinového poradenství při výchově k rodičovství a adolescentů. /Application of mass and group counselling services in the education to parenthood and of adolescents./

Psychológia a patopsychológia dieťaťa, 13, 1978, No.2, pp.171-178.
18 refs.

The author uses his own experience to analyze the potential advantages and negative aspects of mass and group counselling services. He discusses the main principles of parenthood education.

Va

253. OSTROVSKAYA, L.: Grazhdanin, semyanin, vospitatel. /Citizen, family member, educator./

Doshkolnoye vospitaniye, 1978, No.6, pp.50-56.

The authoress uses specific examples to demonstrate father role and importance in children's education.

Po

254. SCHÜTTLER - JANIKULA, K.: Sich noch ein Kind wünschen? /To have another child?/

Spielen und lernen, 1978, No.5, pp.78-80.

A prominent psychologist presents his experience concerning questions of family planning and optimum age differences between siblings. He mentions the generally low birth rate in the Federal Republic of Germany /the number of 9.8 per 1000 inhabitants in the year 1976 made it the lowest in the world/ and the trend to have maximum two children in one family.

Op

255. SOUKUPOVÁ, A.: Návaznost rodinné a institucionální předškolní výchovy. /Continuity between family and institutional education./

Predškolská výchova, 32, 1977/78, No.10, pp.280-281.

The authoress discusses experience acquired in the testing of the contents, forms and methods of continuity between family and institutional preschool education in the South Bohemian region. Visits of creche nurses in families have proved successful , i.e. before the child comes to the creche. The nurse can establish first contacts with the child in its family environment, inform the parents about the creche activities, give them advice how to prepare the child for the creche.

Clubs of assistance and cooperation with creches organize, in addition to committee and plenary meetings /twice per year/, also meetings of individual sections to discuss some current topical subjects. Cooperation between creche and kindergarten is provided in joint facilities, yet good results can be achieved also in separate creches. Mutual visitations, joint pedagogical meetings, joint meetings with parents whose children will change over from the creche to the kindergarten, all these activities have proved successful...

Po

256. SPERLING, E.: Familien-Therapie: was steckt dahinter? /What is hidden behind family therapy?/ Spielen und lernen, 1978, No.1, pp.6-12.

The author explains in his informative article the nature and methods of family therapy. He himself is the Head of the medico-psychological counselling service and Professor of psychiatry, neurology and psychotherapy at Göttingen University. He bases his considerations on the theory that child educational problems are basically influenced by the whole atmosphere and mutual relations prevailing in the family; for that reason, he tries to cooperate with all the members of the family when tackling some child problems. At joint meetings, he at first analyses the mutual relations and looks for the principal sources of conflicts /relations between the parents, mutual relations between the siblings, influence of the grandparents, etc./. All the family members actively participate in this analysis. Further on he uses methods of group therapy to interpret, solve and eliminate these conflicts. He mentions specific examples from his extensive practical experience and reports on the network of counselling services in the G.F.R.

Op

257. URBANSKAYA, O.: Formirovaniye navikov samoobslushivaniya u detey v semye. /Developing the habits of self-servicing in children in the family./

Doshkolnoye vospitaniye, 1978, No.4, pp.95-98.

The authoress suggests some instructions for the parents of children going to the junior department of nursery school. They deal with creating conditions required for the education of the habits of self-servicing in the family and describe methods of developing these habits.

Fo

258. Výchova k rodičovství./Parenthood education./
Učební pomůcky ve škole a v osvětě, 1977/78, No.5, p.29.

This teaching aid is designed for biology /parenthood education/ in the 8th and 9th grades of primary school. It presents data on the physiology of adolescence and the principles of mutual relations between both sexes, relations of young people to their parents and to the society as such. The author, a physician, presents suggestions and recommendations to create prerequisites for a positive development of later marrital and familial relations from the sexual, emotional and moral points of view. This teaching aid also includes information about venereal diseases.

Hn

4.2 Personality of educator

259. CAMPBELL, S.D.: Curricoulum-Making: The Right and Responsibility of the Professional Teacher.
Early Childhood Education, 11, 1977/79, No.1, pp. 5-12.
1 fig., 25 refs.

The study deals with the problem of the subordinate position of the professional teacher in curriculum-making. The author summarizes scientists' opinions of the position, intellectual prestige, responsibility and right of participation in the process of curriculum-making of preschool teachers. He summarizes as well the opinions of the position, role and innovated function of the teacher in modern, technically advanced society, including the reasons why the teacher should become the main counsellor in the drawing up of preschool education curriculum; he also analyses the contents of curricula and emphasizes the role played by the teacher in providing high quality preparation of preschool children. The author further formulates principles which should be respected by the teacher in the curriculum-making process /knowledge of the theory of child development, theory of teaching and education, knowledge of the child's educational environment/. In the existing system of teaching, the teacher must become a researcher, must know a set of resources and values making up the foundation for curriculum-making. The study also indicates the necessity of high quality training and further education of preschool teachers, necessity to become fully responsible for the teaching and education of children.

Hn

260. CZEKAJ, M.: Z doświadczeń nauczania pedagogiki. /From the practical experience of teaching mathematics./

Wychowanie w Przedszkolu, 31, 1978, No.10, pp. 489-493.

The graduates from the Preschool education course should be capable of creative and independent thinking /today, encyclopaedic knowledge is not sufficient for the teacher, knowledge which would be acquired once and for ever/; the teacher's moral profile should be very high, as well as his or her cultural standard. In relation to the above statement, the authoress analyses the entire programme of teaching and comes to the conclusion that even those pedagogues who are responsible for the training of the future preschool teachers should continuously perfect their own knowledge.

Bu

261. FEDOSEYEVA, L.: O pedagogicheskom takte. /On pedagogical tact./

/Doshkolnoye vospitaniye, 1978, No.6, pp.12-16.

Pedagogical tact is an indicator of the cultural standards and professional skill of an educator. It is the most important feature of his or her behaviour manifested in his self-control humaneness, optimism, good-naturedness, respect for children, positive attitude and approach to handling children, skill to quickly find one's bearings in altering pedagogical situations and to find correct solutions.

Fo

262. FROLOVA, O.: O pedagogicheskoy etike vospitatelya. /On the pedagogical ethic of an educator./ Doshkolnoye vospitaniye, 1978, No.8, pp.17-21.

The Pedagogical ethic studies the specific features of a pedagogue's moral. It develops simultaneously with the professional activities of schools and educational facilities for children. It deals with the regularities and laws of mutual relations and behaviour of people whose profession is the education and teaching of children. The specific features of pedagogical work affect the moral profile of the nursery school teacher. These should primarily be love of children, broad-mindedness, respect for others, purposefulness, professional altruism, high moral awareness.

Fo

263. GYORGY, J.: Tekintély nékül nics nevelés. /Education cannot exist without respect and authority./

Lapja, 30, 1978, No.11, p.21.

The author discusses the psychology of family education viewed from the angle of child psychology and relations between parents and children.

Poo

264. KHARLOVA, V.: Formirovaniye professionalnoy napravlennosti. /Career guidance./

Doshkolnoye vospitaniye, 1978, No.11, pp.81-84.

The authoress describes the experience from a Moscow pedagogical school where one of the main objectives is to foster in their pupils interest in the profession they are considering to choose. To recruit primary school pupils who show inclinations and interest in pedagogical work, the members of the entrance examination commission visit schools, inform parents and pupils about the work of a nursery school teacher. The pupils of the pedagogical school talk about their future profession, perform musical pieces; the film "The nursery school teacher" is shown, open door days are organised. The pedagogical school prepares displays in the school corridors; displays are also prepared by the museum of the history of preschool education in Moscow. Pupil conferences to discuss specific topics are organised, discussion meetings with teachers of merit. The pupils of the pedagogical school perform operas for nursery school children. They can apply their practical knowledge in the Institute of pediatrics and its laboratory of early childhood where they assist in looking after children, replacing teachers in open-air nursery schools.

Fo

265. IVANOVOVÁ, L.: *Osobnost dětské sestry v předškolních institucích.* /The personality of the child nurse in preschool institutions./

Zdravotnická pracovnice, 29, 1978, No.2, pp.102-104.

The education of preschool children constitutes creative, socially significant activities; the child nurse profile should be up to a high standard to meet the above objective. She should be politically conscious, have deep theoretical knowledge, practical skills, natural pedagogical tact, love of children and understanding for their needs. Successful pedagogical work also requires some specific individual qualities, such as perseverence, patience, self-control, optimism, initiative, organizational abilities, etc.

A good relationship between the nurse and the child is one of the prerequisites of creating optimum conditions for the child´s wellbeing in a preschool facility. The development of this relationship is characterized by a certain extent of dependence on the one hand, making up the foundation for further emotional relationships, and by a certain extent of discipline on the other hand. This arrangement will introduce order and organization into the child´s life. The decree of the ministry of health care No. 72/71 introduced systematic specialized post-graduate study within the framework of further education of creche nurses, as a pre-requisite of taking the office of Head creche nurse.

Fo

266. Když se z andílka stává netvor. /When a little angels turns into a monster./

Děti a my, 8, 1978, No.3, pp.22-25,

In the first chapter entitled "Father and Daughter" Doctor Miroslav Plzák answers the questions asked by Z. Prýbová. He mentions what types of fathers get into serious conflicts with their adolescent daughters which are very difficult to remedy. Father behaviour towards his daughter in puberty should imply the fundamental elements of behaviour of adult male towards adult female. Deteriorating behaviour of children in puberty is also caused by the degrading standard of marrital understanding.

Ku

267. KULIKOVA, O.: Rabota organov narodnogo obrazovaniya s pedagogicheskimi kadrami. /The work of popular education bodies with pedagogical personnel./

Doshkolnoye vospitaniye, 1978, No.5, pp.33-36.

There are 225 preschool facilities in the Moscow region, attended by 62.9% children of relevant ages; 16.6% head-mistresses and teachers have university-level education. All inspectors and district methodologists have university-level education, too. Popular education authorities look for personnel for administering work among the teachers and organise for them training about the organisation and administration of preschool facilities. Regular seminars are also held for inspectors and district methodologists,

243

including inspectors of individual ministries responsible for the establishing and running of preschool facilities.

There are nine workers in every regional methodological centre. Each of them is specialised in a particular methodological discipline. The regional methodological centres organize, among other things, regular regional conferences and pedagogical readings.

Fo

268. LAUB, G.: *Anderthalb Mann.* /One-and-a-half man./ Spielen und lernen, 1978, No.5, pp.6-11.

The author, who raises his son alone, discusses the topical problem of child education in single-parent families of which there are about three quarters of a million in the Federal Republic of Germany today /practically every twelfth child lives either only with its mother or father/. He believes that a man is able, just as a woman, to meet all obligations following from the rearing and education of a child and often is at an advantage, for his financial position is usually more favourable than that of the single mother. Household chores are easy for men to cope with, however, men are much less patient to do them and in addition, they feel that they represent very expensive house-

hold labour. By working in the household, the man loses the chance of asserting his abilities maybe even beyond the scope of his regular worktime. Nevertheless, the same applies to women.
The author considers household work and care of the family a responsible and socially significant activity which, however, is not adequately provided for and can only be performed when another family member takes over the financial providing for the family, or if on mutual agreement these obligations are shared by both partners.
The existing situation when the marriage breaks up and it is the wife who takes over looking after the child is not due to women being principally better suited for child rearing and household work, rather due to the fact that their labour is cheaper than that of men. In case the husband takes over the responsibility for rearing the child, he will hire a woman to keep his household.

Op

269. LAY, M.Z. - DOPYERA, J.E.: *Becoming a Teacher of Young Children.*

Massachusetts, D.C. Heath and Company 1977. 511 pages.
Reviewed by: LEISERSON, M.B.: Childhood Education, 54, 1978, No.4, p.203.

The book deals with four basic prerequisites a high quality preschool teacher should possess to be effective in his job. These are primarily responsibility, resourcefulness, sensitivity and organizational skills. The chapter on resourcefulness includes instructions how to use manipulative material, literature for children and imitative games in work with preschool children.

Hn

270. MACCHIETTI, S.S.: *Contenuti e criteri dell' aggiornamento. /*Contents and criteria of further education./

Scuola materna, *65*, 1978, No.14, pp.917-918.

The authoress analyzes the contents of further education-in-service training of teachers, necessity to strengthen not only methodological and didactic knowledge, but also to combine the pedagogical theory /general psychology, developmental psychology, social psychology, pedagogy/ with the pedagogical practice, thus enriching both. Further education of teachers should be their professional duty.

Hoff

271. MACCHIETTI, S.S.: Professionalita dell´ educatrice e aggiornamento. /Professionalism of educators and further education./

Scuola materna, 65, 1978, No.13, pp.854-855.

The authoress deals with the personalism of the teacher-educator and necessity of further self-education; until recently, qualifications were not consistently required; the only requirement placed on the educator was a positive attitude to children and efforts to replace their mothers in nursery school. Nevertheless, the process of teaching and education should be perfected in keeping with the world-wide trends. For that reasons, new government decrees will provide conditions for establishing regional researchpedagogical institutes which will facilitate the raising of qualifications and encourage the development of pedagogical creativity and experimentation.

Hoff

272. Man i kvinnovärld. /A man in the world of women./

Förskolan, 61, 1978, No.4, pp.16-17.
1 fig.

A limited number of men are also employed in nursery schools in Sweden. They usually come to nursery school from some other employment, usually from some industry. One of them investigated the status and role of men in this - formerly exclusively women's profession. He obtained varied answers to his questions what was the reason which brought these men to nursery school, what was their influence on their children and what was the attitude to them of their women colleagues. The children's and parents' attitudes were generally positive towards their men teachers.

Hai

273. **MARKOVA, A.:** Trudat na uchitelya - rehavasht faktor sa vsestranniya nepredak na natsiyata.
/Teacher work - decisive factor of the general progress of a nation./
Preduchilishtno vazpitanie, 26, 1978, No.4, pp. 22-27.
2 photographs.

The authoress of this article summarizes the fundamental objectives and tasks of a teacher into several points. She lays a great emphasis on the ideo-political, scientific and methodological preparation of teachers in carrying out a uniform and comprehensive socio-pedagogical method of work. She also discusses how to overcome subjectivism in defining the contents of pedagogical activities. Every nursery school teacher should actively participate in the life of the society and to fulfil his or her obligations as a citizen. Political seminars should become part of the raising of the standards of teacher theoretical preparation.

Kr

274. NIKOLAICHEVA, A.: Ot entuziazma - k visokomu professionalizmu. /From enthusiasm to professionalism./

Doshkolnoye vospitaniye, 1978, No.1, pp.119-123.

It is possible to find on the pages of the journal Doshkolnoye vospitaniye how nursery school teacher training has developed in the course of the last five decades. Enthusiastic factory workers volunteered to work in nursery school in the 1920's. Two-month up to one-year courses were organised for them. In the 1930s the system of these courses was no longer in keeping with the requirements of that period; for that reason, vocational pedagogical schools were introduced, and in 1937 three-year pedagogical schools. They accepted the graduates from incomplete secondary school. At the same time, correspondence and evening classes were opened. There were 47 pedagogical schools for nursery school teachers in the R.S.F.S.R. in the year 1954 and 31 departments within pedagogical schools for primary school teachers. New textbooks were issued prepared by prominent specialists in the field of preschool education. A new curriculum was introduced in the school year 1975/76 for acquiring qualifications to work in preschool facilities, creche and nursery school. The leavers of 8th grades of secondary school will enroll in courses three years and 10 months long, while the leavers of 10th grades of secondary school will go to courses 2 years and six months long.

Po

275. PIVERT, E.J.: The Teacher as Detective in the Classroom.

Early Childhood Education, 11, 1978, No.2, pp. 5-11.
5 figs., 10 refs.

The authoress deals in her study with the problem of investigating the development of preschool children by their teacher. She compares the teacher with a detective who should not focus his attention on mere observation and recording of the children's behaviour. She or he should systematically collect data facilitating the explanation of such factors as individual differences in child personality; the teacher should especially be able to grasp the child's character, should have a general knowledge of child development theories. The authoress further summarizes developmental theories in their historical succession and ideas of child behaviour /Darwin, Watson, Locke, Thorndike, Skinner, Gessell, Piaget, Gordon/. The main objective of the preschool teacher is to develop his or her abilities of observations, to assess his or her own behaviour and to maintain a certain degree of detachment in observation /the authoress mentions four phases/. She summarizes individual types of records and points out that a special care should be devoted to the preparation of collective records at the end of the school year. The application of an objective observation method constitutes the basic prerequisite for obtaining a complete picture of the investigated child. Teachers usually assess children's aptitudes in classes on the basis of their achievements reached in tests. Yet, these tests will not assess the child's behaviour in such spheres as social interactions, time of oral reading and a number of other situations which cannot be measured by tests. Adequate observation offers a guarantee against simplification. Complete reliable records are in agreement with the requirements of testing and verifying our assessment of children with parents and other teachers. The records should facilitate the teacher to reach a better understanding of the child and to make educational decisions which will positively affect the child.

Hn

276. SEDLÁČKOVÁ, J.: Osobnost učitelky. /Teacher personality./

Predškolská výchova, 33, 1978/79, No.3, pp.89-79.

The nursery school teacher should educate children with sensitivity and love, encourage their active participation and initiative, develop and foster in them the desire to learn. He or she should learn the children's characteristics well and to approach them individually within collective education.

Po

277. SILVER, M.: Selection Criteria for Candidates in Teacher Preparation Programs.

Early Childhood Education, 11, 1978, No.2, pp. 21-33.
2 tables, 41 refs.

The author summarizes the existing state of selection of candidates for the teaching profession as implemented in Canada. He describes the history of the problem and characteririses its contemporary concepts, including their differences and outlines future prospects. Of great interest is an extensive bibliography as included in the article.

Mi

278. ŠTURMA, J. - PRÍBOVÁ, Z.: Otec- jistota a vzor. /Father - security and model./

Děti a my, 8, 1979, No.3, pp.15-16.

Both girls and boys should have a positive relationship with their father. Mother should present to the boy a positive model of father to be followed; as for the girl, mother should foster in her a tender relationship with father. Mother's hostility or negative attitude to father evokes in the boy insecurity and self-consciousness, in the girl distrust in men in general. Father and mother represent to the child a concept of what belongs to female and male roles. Female and male qualities are not inborn, rather taken over by the child from adults.

Ku

279. W setną rocznicę urodzin Janusza Korczaka. /The centenary of the birthday of Janusz Korczak./

Wychowanie w Przedszkolu, 31, 1978, No.7/8, pp. 350-354.
2 photographs.

This is a report on the commemoration of the centenary of the birthday of the famous Polish pedagogue, who volunteered to go together with his pupils to the gas chamber during the Nazi occupation of Poland. The anniversary is included in the world calendar of U.N.E.S.C.O. and an international committee was set up to prepare the commemoration. It also includes a representative of Czechoslovakia.

Hu

280. WÁGNDER, M.: Szerencsére nem jellemző. /Fortunately, it is not typical./

Óvodai Nevelés, 31, 1978, No.1,pp.30-31.

The author discusses problems of relations between a kindergartenteacher and her pupils.

Poo

4.2.1 Education of educators

281. NORDHOFF, I.: Mehr als eine Schwärmerei. /More than mere wishful thinking./

Spielen und lernen, 1978, No.10, pp.6-12.
5 figs., 5 refs.

The authoress reports on a teacher seminar held to discuss questions related to the pedagogical concept of the French pedagogue Célestine Freinet, according to which over thirty thousand teachers work and which has become popular in another forty countries. She also interprets the nature of his approach to school education and outlines the fundamental elements of his method. She considers the most important feature of this modern pedagogy the fact that children in Freinet's school do not learn under pressure, in an atmosphere of mutual competition, on the contrary, in an atmosphere of cooperation, mutual help and spontaneous activity and initiative.

Op

282. ADAMIAK, W.: Zadania Studiów wychowania przedszkolnego. /The objectives of the Course of preschool education./

Wychowanie w Przedszkolu, 31, 1978, No.4, pp. 174-178.

The author analyzes the system of education of preschool teachers in relation to the general school reform in Poland; consequently, up to ninety percent six-year old children will attend nursery school.

Bu

283. Biblioteka szkolna pomaga w przygotowaniu do zawodu. /School library assists in specialized preparation./

Wychowanie w Przedszkolu, 31, 1978, No.4, pp. 194-199.
3 photographs.

This is a report on the activities of a specialized library for the Course of preschool education. Its objective is to facilitate the students their specialized training. Cataloging is very important here, as it makes easier access to resource material by processing literature and journal articles and papers.

Bu

284. BOGOSLOVSKAYA, N.: Prakticheskiye zanyatiya po psikhologii. /Practical exercises in psychology./

Doshkolnoye vospitaniye, 1978, No.8, pp.72-78.
1 photograph.

It is difficult for pupils to grasp fully the curriculum content in psychology unless the theoretical material is based on practical exercises. For that reason, the curriculum in psychology includes also practical exercises. This facilitates to explain to the pupils the main regularities laws and phases of child mental development, to teach the future teachers to investigate the child's mental development, to collect data and to analyze them. The authoress has developed several types of these practical lessons in which the pupils investigate the child's mental development /types 1, 2, 3 and 4/ and others /types 5, 6 and 7/ which are designed to reinforce the pupils' knowledge and facilitate the acquisition of professional skills. She describes in detail the following types: 1. Observation and analysis of teacher work in developing the children's minds /activities, perception, thinking, speech/; 2. Execution of an experiment /to develop speech in children/; 3. Analysis of the data the pupils acquired independently during the experiment; 4. Analysis of the children's characteristics as prepared by the pupils; 5. Analysis of the didactic material used in the topics concerning the development of the children's minds; 6. Testing material for work with children; 7. Analysis of the results of independent work with literature.

Fo

285. BORISOVA, T.: Tsentralniy institut usovershenstvovaniya uchiteley - doshkolnim rabotnikam. /Central institute for teacher further education - preschool educators./

Doshkolnoye vospitaniye, 1978, No.11, pp.125-127.

Fifty years have elapsed since the founding of the Central institute of teacher further education. It has also provided all the time for the specialized development of preschool educators and readily responded to the existing state of development and changing needs. At first, these were short-term courses for teacher preparation. Every alteration in the system of preschool education has generated new requirements with respect to teacher training, such as in the year 1953 when preschool education was introduced into nursery school, or after the year 1959 when combined facilities creche-nursery school were introduced and new head-mistresses had to be prepared for this new system. At present, the institute is primarily responsible for the preparation of administration workers for the sphere of preschool education. The high standard of the work of the institute is guaranteed by its lecturers who are recruited from 120 different scientific institutions. They are workers of the Academy of pedagogical sciences, ministries of school education, the Scientific research institute of preschool education, departments of preschool pedagogy of the pedagogical institutes in Moscow and Leningrad.

Po

286. CZERWIENIEC, M.: *Turniej wiedzy pedagogicznej - ciekawą formą pracy z młodzieżą SWP.* /Student scientific conference - an interesting form of work with the young people attending the Course of preschool education./

Wychowanie w Przedszkolu, 31, 1978, No.4, pp. 192-194.

The authoress organizes in the Course of preschool education in Szczebrzeszyn regular scientific conferences for the students of senior years. Part of the conferences are competitions in theoretical disciplines as well as practical exercises executed by the future teachers.

Bu

287. DUBROVINA, L.: O rabote metodicheskikh obyedineniy. /On the activities of the methodological associations./

Doshkolnoye vospitaniye, 1978, No.2, pp.25-27.

The authoress reports on the experience of the Chelyebinsk methodological centre responsible for the specialised development of 4298 teachers and head-mistresses. Best results were achieved when the methodological associations active in individual town districts dealt with and elaborated in depth a specific topic. This facilitated the teachers to learn in detail the theory as well as the best practical experience; at the same time, they were able to creatively apply the experience and knowledge they acquired; their interest in participation in the activities of the methodological associations increased. The authoress mentions the example of the topic "Assessment and analysis of the results of educational work". At first, the teachers were not able to objectively evaluate the effectiveness of their own work. At the end of the school year, mutual testing of the standards of correct behaviour habits was carried out in which the teachers were able to apply the newly acquired knowledge and experience.

There are 77 Heads of methodological associations in the town. They regularly meet at seminars where they learn both theoretical and practical problems designed to become the contents of the activities of the methodological associations. The results of the work of individual methodological associations are regularly evaluated at municipal conferences attended by preschool educators.

The municipal methodological centre accumulate interesting material and presents it in the form of displays to the general public.

Po

288. EYSMONT, G.: Planirovaniye raboti metodicheskogo kabineta./Planning the work of a methodological centre./

Doshkolnoye vospitaniye, 1978, No.10, pp.46-49.

Over 14 000 specialized personnel work in the nursery schools in Leningrad /teachers, child nurses, music teachers, logopedists, methodologists and inspectors/. There are 1 207 preschool facilities; on the average, they have twelve departments. The municipal methodological centre in Leningrad and district methodological centres plan their work yearly /within the Five-Year Plan/ and break it down into indvidual months. They base their planning on the evaluation of achievements of the preceding year. Individual workers of the centre assess the work carried out in their section and the director of the centre will summarize this material. Individual district methodologists learn the results of this evaluation in April to get background material for planning the new school year.

One part of the plan defines the objectives, the other the selection of means. The latter consists of four sections: 1. Work with personnel with respect to their further education. These are courses, seminars oriented on a specific topic, group and individual consultations, discussion meetings differentiated according to the personnel specialization and length of their practical experience. 2. Administration of the work of district methodological centres, methodologists and directors of these facilities. This section also includes the testing of the activities of the methodological centres and preschool facilities focused on the application of the experience of the centre to their practical work. 3. Follow-up of experience, their generalization and introduction in practice.

4. Preparation of methodological material, papers and lectures, organizing display in the centre and the like. The yearly plan is elaborated in coordination with the department of preschool education of the municipal department of popular education and approved by a representative of its central administration.

Po

289. GOLDLEWSKA-STRZELECKA, A.: "Wychowanie w Przedszkolu" w pracy SWP. /"Wychowanie w Przedszkolu" in the work of the Course of preschool education./

Wychowanie w Przedszkolu, 31, 1978, No.11, pp. 564-566.

The authoress points out to the important role the journal plays in post-graduate study designed for preschool educators. The journal presents to specialized public the findings of the pedagogical science, as well as theoretical material. The authoress, nevertheless, finds one fault with the journal, i.e. lack of bibliographical surveys of literature.

Bu

290. Hivatásunkról. /Concerning our profession./
Óvodai Nevelés, 31, 1978, No.1, p.34.

The article reports on a questionnaire organized by the District counselling service for career choice at Besenyei György pedagogical faculty in Niregyháza. It summarizes the methods of presenting information concerning individual pedagogical disciplines, including preschool education which is integrated in the educational process as the first link in the chain of the system of school education. It also defines the basic criteria for a preschool teacher´s knowledge and qualities.

Nl

291. Hovoříme o realizaci projektu. /Discussion on the implementatation of the project./
Socialistická škola, 18, 1977/78, No.9, pp. 413-417.

The new concept of preschool education places increased demands on the preparation of nursery school teachers. As regards the secondary pedagogical school leavers, emphasis is laid on specialized education, ideo-political awareness, positive attitude to work and positive approach and attitude to children. The need of the teacher's creative work is stressed in the new concept. Future teachers are also prepared for cooperation with parents. Nursery school should also become involved in the family education of children that do not attend it. It assists parents in their children's education and preparation for school. Child nurses are also prepared within the new concept of education, i.e. nurses who take care of children in creches.

Ku

292. IZGARSHEVA, V.: Rabota gorodskogo doshkolnogo metodicheskogo kabineta po sovershenstvovaniyu nravstvennogo vospitaniya detey. /Work of the municipal preschool methodological centre concerning the perfection of the moral education of children./

Doshkolnoye vospitaniye, 1978, No.2, pp.18-21.

31 000 specialized workers are active in Moscow in over 2 000 preschool facilities. The municipal methodological centre provides to them methodological assistance through district methodological centres. The methodologists of these centres regularly visit the laboratory of moral education of the Scientific research institute of preschool

education where researchers acquaint them with problems they are working on and with various methods of work. The municipal methodological centre is responsible for the preparation of methodological personnel staffed with best teachers with university-level education. A three-year course was organized to study the questions related to moral education; its specialized contents were prepared by the workers of the laboratory of moral education. The participants acquired in practical situations the methodology of observation and analysis of educational work in individual age groups of children, learned to work with literature, to apply their acquired knowledge in their work with children. In this way, the methodological centre trained qualified methodologists who now organize district seminars, lecture in courses organized for personnel to raise their qualifications, assist the district methodological centres in finding and generalizing best experience. Independent study plays an important role in the system of further education of pedagogical staff. In view of this fact, the municipal centre prepares study worksheets, surveys of current topics and relevant literature.

Methodological associations organized by the district methodological centres constitute a mass-scale and closest-to-practice methods of work. They deal with varied questions of moral education. They prepare the same topics for headmistresses, yet viewed from the angle of their administering work.

Pedagogical readings take place every other year and are always focused on a single specific problem. In 1976, these were questions dealing with working and moral education.

The municipal centre together with the Scientific research institute of preschool education, with V.I. Lenin pedagogical institute in Moscow and the ministry of popular education of the R.S.F.S.R. organize regular scientific-practical conferences to discuss various topics related to educational work.

One of the objectives of the municipal methodological centre is to help teachers in their work with parents. Parent conferences took place in all Moscow districts in the year 1975 to discuss the subject of cooperation between nursery school, family and public with respect to child education.

Fo

293. JANÁČKOVÁ, J.: *Zavádění nové koncepce do praxe v okrese Most.* /Introducing the new concept into practice in the district of Most./

Predškolská výchova, 33, 1978/79, No.4, pp.119-120.

Ninety percent teachers received training to work according to the new concept. In addition to lectures, demonstration visitations were organized for them. The teacher supplement acquired knowledge by independent study of methodological material.

Po

294. KOSTRZEWSKI, M.: *Ćwierćwiecze Studium Wychowania Przedszkolnego w Ostrowie Wielkopolskim.* /Quarter century of the Course of preschool education in Ostrow Wielkopolski./

Wychowanie w Przedszkolu, 31, 1978, No.4, pp.190-192.
2 photographs.

This is an article commemorating the twenty-fifth anniversary of the founding of the school preparing preschool teachers.

Bu

295. LIKHOLETOVA, V.: *Prakticheskiye raboti uchashchikhsya v kurse metodiki razvitiya rechi.* /Practical exercises of pupils in classes of the methodology of speech development./

Doshkolnoye vospitaniye, 1978, No.6, pp.85-89.

The authoress points out to the possibility of using practical exercises and independent work of pupils in teaching the methodology of speech development. Good results were achieved in classes combined with visitations in nursery schools; it was possible thus to combine explanation with observation. Sometimes, tape-recorded speech of children was submitted to the pupils and their task was to compare the speech of individual children, determine typical mistakes in the speech and the like. Practically every lesson contained assignments with didactic material. The authoress presents in her article the contents of several lessons, assignments and questions the pupils were asked to answer.

Po

296. MACCHIETTI, S.S.: *Forme ed esperienze di aggiornamento.* /Forms of and experience with further education./

Scuola materna, 65, 1978, No.15, pp.983-984.

The authoress points out to the experience adopted from other countries, such as from the U.S.A., concerning the organization of further education administered by research pedagogical institutes. She calls for putting an end to teacher isolation, relieving it of "provincialism", accepting quickly new stimuli and putting them into practice. The regional research centres to be established in the nearest future should also facilitate the above outlined development.

Hoff

297. MIKHAYLOVA, E.: Za profesionalniya i grazhdanski dalg na detskata uchitelka. /Concerning the professional and civic duties of early childhood teacher./

Preduchilishtno vazpitanie, 26, 1978, No.3, pp. 23-29.
1 photograph.

Teacher work is noble and indispensable. Her or his professional duties lie in pedagogical and methodological activities in the education and teaching of children. Her or his civic duties lie in internal efforts to creatively implement requirements defined by social objectives and the tasks of Communist education. For that reason, it is necessary to organize theoretical seminars in the field of political education, monthly political informative meetings, lectures and similar events. An important role in this respect is ascribed to experimental work, annual meetings, excursions, friendship relations with other child care facilities, socialist competition and meetings with students of pedagogical schools.

Sv

298. Ob uluchshenii raboti po samoobrazovaniyu pedagogicheskikh rabotnikov doshkolnikh uchrezhdeniy. /On perfecting the independent study of the pedagogical staff of preschool facilities./

Doshkolnoye vospitaniye, 1978, No.7, pp.49-55.

These are guidelines as issued by the ministry of education of the R.S.F.S.R. to provide the systematic perfection of the theoretical standards and pedagogical work of all pedagogical workers of preschool facilities and to orient their study on the most topical problems. The independent study of preschool educators is organised by the facility methodologist, the study of head-mistresses, methodologists and inspectors by the departments of popular education. Every pedagogue will elaborate an individual plan of study according to his or her needs and interests.It is recommended to study one to two topics per year. Head-mistresses are asked to actively encourage this plan, to recommend topics for study and to follow systematically, together with the methodologists and inspectors, how the study reflects in the educator's practical work. It is also recommended in this respect to plan the activities and work of the methodological associations so as to bring their contents in agreement with the topics studied by most teachers.

The article further presents recommended topics, including relevant literature. They are the following topics: Personality education, Education through play, Working education, Intellectual education, Aesthetic education, Physical education, Work in special preschool facilities.

Fo

299. POLYAKOVA, A.: Tekhnicheskiye sredstva obucheniya v prepodavanii doshkolnoy pedagogiki. /Technical teaching aids in teaching preschool pedagogy./

Doshkolnoye vospitaniye, 1978, No.4, pp.99-103. 2nd part.

The authoress describes audiovisual aids prepared by the staff of the pedagogical school, such as the short film "Toy" and tape-recorded dialogues of children in topic-oriented and didactic games. The objective of the team

of pedagogues who made these aids was to design them so as to retain the pupils' activity for the whole time of using them. Partial experiments showed that it was possible to retain attention for 15 to 25 minutes. The retention of attention was also affected by the method of presentation and aesthetic quality of the aid. A questionnaire confirmed that tape-recorded items were less successful, i.e. audial impressions affect perception less than visual impressions. The pupils preferred the projection of the film to the teacher's explanation. Didactic material activized the pupils' minds, encouraged interest. All this increases the intensity of intellectual activities.
The teachers prepared relevant questions and assignments, a synopsis of their explanatory notes to make these aids real means of conveying new knowledge and activizing the pupils' minds. The article also includes the pupils' answers to the above questions.

Po

300. POLYAKOVA, A.: Technicheskiye sredstva obucheniya v prepodavanii doshkolnoy pedagogiki. /Technical teaching aids in teaching preschool pedagogy./

Doshkolnoye vospitaniye, 1978, No.5, pp.71-75.End. 2 tables.

The authoress presents a detailed plan of a lesson dealing with the topic "Toy" including the use of a film. She includes tables in her article to demonstrate the results and scope of knowledge the pupils acquired both in the experimental and in the control class. She uses some more examples to demonstrate the extent of the development of activity and the pupils' independent thinking.

Po

301. RICHTEROVÁ, L.: Kabinet předškolní výchovy a nová koncepce. /Preschool education centre and the new concept./

Predškolská výchova, 33, 1978/79, No.4, pp. 113-114.

The authoress reports on the activities of the laboratory of preschool education within the District pedagogical administration in Uherské Hradiště. They included demonstration visitations concerning all educational components; some of them were designed for beginner teachers or teachers without qualifications.

Po

302. ŘÍHOVÁ, D.: Ke zkouškám beze strachu. /No need to be afraid of examinations./

Učitelské noviny, 28/81, 1978, No.23, p.5.

The authoress discusses in her article the problem of education of unqualified nursery school personnel. The new concept of education places big demands on nursery school teachers. Unqualified personnel will have to complete their education in correcspondence courses of the pedagogical school. Talent examinations, especially in musical education, seem to constitute a feared obstacle. The District pedagogical centre organized a working seminar focused on preparation for talent examinations in musical education. The candidates learned the requirements of the talent examinations. The authoress of this article reports on the contents of the seminar and positively evaluates its benefits.

Hn

303. SAWICKA, A.: Rola przedszkola ćwiczeń SWP w kstałceniu nauczycieli. Z obrad ogólnopolskiej konferencji. /The role preschool exercises play in teacher training in the Course of preschool education. From the national conference in Poland./

Wychowanie w Przedszkolu, 31, 1978, No.4, pp. 185-190.

This is a report on the national conference in Poland attended by the head-mistresses of preschool facilities and organized by the ministry of school education in Tarnow at the end of October 1977. The conference was held to discuss two problems: 1. The role of theory and practice in teacher specialized training related to preschool facilities, 2. Organization of work on the basis of the programme of practical training of preschool teachers. The report also contains the contents of papers and discussion.

Bu

304. SEKERÁKOVÁ, K.: Aktivita východoslovenského kraje. /Activity in the East Slovakian Region./

Predškolská výchova, 33, 1978/79, No.2, p.60.

The authoress reports on the activities

carried out in the field of preschool education within the District pedagogical centre in Humenné: training concerning work according to the new programme of educational work in the field of working, musical and art education, a display of self-made teaching aids for traffic and physical education in Snina.

Fo

305. SILVER, M.: Selection Criteria for Candidates in Teacher Preparation Programs.

Early Childhood Education, 11,1978, No.2, pp. 21-33.
2 charts, 1 fig., 41 refs.

The authoress focused in her study on the problem of selection criteria for candidates in teacher preparation programs. Due to limited financial subsidy and requirements of the public, an effective method of selection of qualified candidates in teacher preparation programs had to be found. The conceptual model of the teacher preparation program is based on the cognitive developmental approach to preschool education /an example of the model is presented on page 28/. This model is drawn upon Dewey's philosophy of experimental education /experientialism - a school of thought deriving all knowledge from experience/

and is based primarily on Piaget's principles of cognitive development and Erikson's system of psychosocial development. It is very difficult to assess students who should meet the requirements of this program and it entails a strict selection. Although many institutions have developed selection systems for accepting candidates /Arnold 1977/, there still does not exist any clear concept based on literature and relevant with respect to the existing criteria for the selection of candidates in teacher preparation programs. Investigation of this problem was already recommended at the five-day conference of the State institute for education in the year 1974. The authoress points out that the purpose of the study was to identify such selection criteria for candidates in teacher preparation programs as would be in agreement with the objectives of the conceptual model discussed in this article. The problem consists of two aspects: 1. What main character features are required in teachers who are involved in the cognitive developmental model of preschool education? 2. What are the selection criteria for candidates in teacher preparation programs in the field of preschool education in agreement with this model/see page 23 of the publication/?

The authoress further reports on 1. a survey of the existing state of the selection process in institutions responsible for teacher education,

2. the criticism of methods used in the decision-making process with respect to candidates selection, 3. a proposition of a specific, developmentally conceptual model in the field of preschool education, 4. her own analysis of the implications of principal qualities of the candidates´ personalities required in the teaching profession in the field of preschool education. The authoress discusses the current selection of criteria and their relation to the teacher´s personality qualities as required for the investigated model. In conclusion, she recommends some spheres stemming from this relationship which should be subjected to additional research.

Hn

306. STEINER, T.: Projektarbeit zum Thema "Angst". /A project method dealing with the topic "anxiety"./

Der Schweizerische Kindergarten, 68, 1978, No.1, pp.10-15.
2 figs., 3 refs.

A teacher of pedagogy and psychology desribes how he used a project method to prepare the topic "anxiety".He presents the structure of the project method: 1. A talk about his own experiences of anxiety; 2. a discussion on the book Basic forms of anxiety; 3. a presentation of specialized literature on child anxiety and discussion on it; 4. a discussion on possible alternatives of dealing with the topic "anxiety" in nursery school programmes. The pupils mentioned various possibilities, such as to show pictures of situations generating anxiety and to talk about them, various games in which anxiety has to be overcome, and the like; 5. Exercises with children. The author describes two of them; for example, a pupil generated anxiety in children for a short time by showing them a wooden draggon. The children's response and overcoming of anxiety are plotted on a chart. Another game: a child is blindfolded and taken around a room, corridor, etc. Other children observe it and comment on its behaviour.

Po

307. STUDENTS of the IVth A grade of the secondary pedagogical school in Prešov.
Priateľské vzťahy IV.A. triedy. /Friendly relations of the IVth A grade./

Predškolská výchova, 33, 1978/79, No.1, pp.23-24.

This is a report on the cooperation of the pupils of the pedagogical school in Prešov with a nursery school. The cooperation program was launched as early as the first year after a fortnight's visitation in the nursery school. The pupils prepare cultural programs for the children, play for them puppet theatre, help in the adaptation and arrangement of the school surroundings, in repairing toys and making methodological aids. The pupils meet the children also out of school. They take them for walks throughout the year. This method facilitates the pupils to test and verify the theoretical knowledge they acquire in classes which they can later on apply to their own work.

Fo

308. SZCZODRAK, M.: Uwagi o pracach dyplomowych SWP. /Comments on diploma theses./

Wychowanie w Przedszkolu, 31, 1978, No.2, pp.78-82.

The author analyzes the activities of Polish schools and comes to the conclusion that diploma theses should contain specific experience concerning the work of the graduates and suggests a number of technical improvements - work of consultants, tutors, organization of the daily routine and the like.

Bu

309. VRÁBELOVÁ, R. - KOTZMANOVÁ, J.: Nová koncepcia predškolskej výchovy zo zdravotníckého hĺadiska. /The new concept of preschool education from the viewpoint of health care./

Predškolská výchova, 33, 1978/79, No.2, pp.33-34.

The introduction of educational work in creches according to the programme of the new system of teaching and education is more demanding with respect to pedagogical and psychological preparedness of the creche personnel. Demands incrase concerning the preparation of the creche nurses and their systematic inservice training. This is provided by the Institutes for the further education of paramedical staff in Brno and Bratislava. The aspects of the new programme and methods of educational work in creches were included in the plan for the candidates of postgraduate educational specialization.

Courses will be opened from September 1978 in all regions for head creche nurses as well as head nurses of infant institutes and children's homes. Care of the specialized development of creche nurses will be focused into the psychologico-pedagogical sphere. This approach is also related to the introduction of specialized psychologico-pedagogical counselling services gradually implemented by the ministry of health care in individual districts in the field of medico-educational facilities.

Po

310. ZIKRYEV, V.: Sovershenstvuyem rabotu s pedagogami. /Improving work with pedagogues./ Doshkolnoye vospitaniye, 1978, No.10, pp.8-11.

The author reports on his experience from the North Osetinsk Autonomy Soviet Socialist Republic. A republic centre of preschool education is responsible for the further education of pedagogical personnel. Teachers attend cyclic courses every five years. Courses are organized for head-mistresses and methodologists, beginner teachers, teachers working with children of different age groups, etc. Another form of further education are seminars held in all the districts of the republic. They are focused on specific aspects of educational work. Every year scientific-practical conferences are held organized by the ministry of education together with the ministry of health care. The methodological centre of preschool education traditionally organizes discussion meetings of beginner teachers with teachers of merit.

Fo

311. Zur weiteren Entwicklung der Krippen und Heime und die lösenden Aufgaben bis 1980. /Further development of creches and children's homes and objectives to be met by the year 1980./ Neue Erziehung im Kindergarten, 30;1978, No.4,pp. 4-7.

This is a report on the Vth meeting of

the central institute for creche personnel held to discuss some topical questions of teaching and educational work in creches. Recently, a unified plan has been developed to be tested in the course of the years 1978 and 1979 and introduced in general practice in 1980. This plan is expected to raise the quality of educational and teaching work in these facilities, naturally on condition the personnel will be duly acquainted with the project.

Op

4.3 School administrators

312. LUKINA, L.: O rabote s metodistami i inspektorami. /On work with methodologists and inspectors./ Doshkolnoye vospitaniye, 1978, No.5, pp.42-44.

The authoress reports on experience from Karelsk Autonomy Republic. Most inspectors and district methodologists have university-level education. In addition to courses differentiated for beginner inspectors and inspectors with practical experience, some other forms of work have proved successful, such as participation of beginner inspectors and methodologists in the same inspection team together with experienced inspectors. The ministry of school education requires that in every district a general inspection should be carried out once in every five years and a topic-oriented inspection once a year. There are 125 methodological associations in the republic; their work is run and administered by the ministry of school education.

Fo

313. OSTROVSKAYA, L.: Sovershenstvovat stil rukovodstva. /To improve the style of administration./ Doshkolnoye vospitaniye, 1978, No.1, pp.31-36. 4 refs.

The difficulty of the work of a nursery school head-mistress lies in its variety: economic and pedagogical administration, work with the teachers, cooperation with public organisations, with the children's parents. The most important objective is to organize one's own work and that of all the other personnel so as to foster in them a feeling of responsibility for their own work focused on the principal task of nursery school: an all-round development and education of children.

The head-mistress should grasp and

administer the pedagogical process in a comprehensive and integral manner. She should be able to unite all personnel into an efficient team, yet to maintain individual approach to all its members.

Systematic supervision constitutes an important component of administration executed in such a manner as to enable everybody to comprehend that high demands are determined by the children´s needs. The same applies to criticism voiced by the head-mistress in a factual manner; it should be detached, not personally directed. The authority of a superior is not granted by his or her being appointed to the office, rather his or her personal qualities specialized qualifications and knowledge, political maturity.

Fo

314.PETÁKOVÁ, M.: Ověřování nového pojetí výchovné práce. /Testing the new concept of educational work./

Predškolská výchova, 33, 1978/79, No.1, pp.7-9.

A topic-oriented inspection focused on investigating the standards of educational work according to the provisional curriculum in classes of five-to six-year old children; it also investigated the standards of administrative and supervisory activities of the head-mistresses. Its findings indicate that the frequency and quality of visitations are inadequate , the fulfilment of measures to be taken is not regularly checked. There does not exist any standard defining the number and quality of visitations. The quantitative aspect should not be underrated, yet it only represents one of the attributes of visitation activities. As long as their results are not of a high quality, quantity should not be emphasized and required. The objective of a visitation is to find how the teacher conducts educational work and - if need be - to look together with her or him for ways how to improve its results.

Fo

315. ROSSBERG, M.: Erfahrungen zur Einbeziehung der Fachberater in die Anleitung und Kontrolle der pädagogischen Arbeit. /Experience with involving the specialized consellor in the supervision and administration of pedagogical work./

Neue Erziehung im Kindergarten, 30,1978, No.7, pp. 6-8.

The authoress discusses the problem of supervision and administration of the pedagogical work of teachers and attempts to define the main principles of cooperation with specialized counsellors. She reports on some positive experience from this kind of cooperation and points out that this approach also helps to create a positive working atmosphere.

Op

316. UZKAYA, L.: Metodicheskaya rabota s zaveduyushchimi doshkolnimi uchrezhdeniyami. /Methodological work with the head-mistresses of preschool facilities./

Doshkolnoye vospitaniye, 1978, No.9, pp.27-28.

The authoress reports on her experience with training head-mistresses using the form of seminars. Its program was broken down into five years, individual lessons taken once every three months. The main topics were determined in advance, yet they could be modified according to the new requirements of the administrative bodies. The following topics proved to be successful: 1. What qualities should the head-mistress of a preschool facility possess? 2. Scientific organization of the head-mistress's work; 3. Administration and supervision of the educational process; 4. Physical education and care of the children's health; 5. Forming the character of man of the Communist future.

Ostensive material was used in all classes: demonstrations of occupations organized with children, children's works, documentation.

Fo

4.4 Legal questions concerning employment; teacher relations

317. Bolshoy pedsovet strani. /Great pedagogical council of the country./

Doshkolnoye vospitaniye, 1978, No.8, pp.4-7.

This is a report on the third national congress of teachers held in Moscow in June 1978. M.A. Prokofyev, minister of education of the U.S.S.R., discussed in his paper entitled On the further perfection of pupil education and teaching and their preparation for work, among other things, preschool education which represents the first and a very important link in the system of popular education. Preschool facilities are attended by more than 13 million children. Two million children that had gone to nursery school are finishing the first year of their school attendance. The teachers who work with these children find that they are inquiring, active, able to live in a collective, have a command of the habits of learning and cultural behaviour. There exist links of good cooperation between the staff of primary and nursery schools.

The congress agenda was discussed in eleven sections; one of them dealt with questions of preschool education. Fifteen congress delegates participated in the discussion of this specific measure concerning the improvement of the work of preschool facilities. A recommendation was adopted published in the following issue of the journal.

Po

318. MACCHIETTI, S.S.: Liberta di insegnamento e "crescita" della scuola materna. /Freedom of teaching and development of nursery school./ Scuola materna, 65, 1978, No.7, pp.439-440.

The authoress interprets the First chapter of the Decree of the President of the republic /of 31st May 1974 No.417/ on freedom of teaching. Even after three years' enforcement in the practice of nursery school, its interpretation still generates disputes and confusion. What it is actually designed to mean is the teacher's real autonomy; the teacher is obliged to stand up to external pressure, pressure from the society and primarily respect the children's rights and interests. The only objective of nursery school continues to be children's preparation for primary school.

Hoff

319. Syezd uchiteley RSFSR. /Teacher congress in the R.S.F.S.R./

Doshkolnoye vospitaniye, 1978, No.7, pp.5-7.

This is a report on the congress of teachers held in April 1978. There were 32 nursery school teachers among the 1600 congress delegates. The article also contains some of the papers delivered at the congress.

Po

320. KOVAŘÍK, J.: Skupinová pěstounská péče z pohledu psychologa. /Group foster care viewed by a psychologist./

Predškolská výchova, 33, 1978/79, No.4, pp.106-109.

Group foster care is provided in special facilities administered by local authorities /national committees/. These can be families where the couple accept children into foster care, or childrens villages where the children are reared by a foster-mother. Both methods are based on the same principles. These are the following: 1. Permanent personality of adult educator, yet the mother person plays the most important role. As regards children's villages, there is not a direct contact with a permanent father figure, it is substituted by contact with permanent male persons with whom the children come in touch. This is especially the man in charge of the children's village and his assistant. 2. A group of children together with their foster-mother will create a new family. It consists of children of both sexes and different ages. The number of children is between six to ten. 3. The foster family lives in a house of their own which is a prerequisite of the family community and becomes a permanent home for the children. 4. The children's village constitutes a social and organizational basis, contributes to and participates in the social life of the community. 5. The services of specialized workers are indispensable; they provide diagnostic, counselling and therapeutic services, since in many cases the development of the children entrusted into foster care is disturbed and correction is impossible without specialized guidance.

Po

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5. PLAY

321. GOMBOSNÉ NAGY, R.: Dupla falu nyulvár épül ....
/We are building a rabbit castle .../
Óvodai Nevelés, 31, 1978, No.1, pp.16-17.

The author of this article discusses the role of play in nursery school and in preschool education in general.

Poo

322. GROOT, R. de-KOOIJ, R. van der: That's All in the Game.
Theory and Research, Practice and Future of Children's Play.
Rheinstetten, Schindele-Verlag 1977. 264 pages.
10 figs, 24 tables.

Play offers to the child much more than only cognitive learning: it offers to it experience and awareness of its own experience. To improve the prevailing situation in children's play, the International Council for Children's Play was established in the year 1959. The authors, members of the council, together with the members of the academic staff of Groningen University in Holland, have contributed to exchange of experience and to a better understanding of the importance of children's play on the part of parents and educators by having collected extensive data and documentation on research into children's play. The book presents in nine chapters a survey of theoretical considerations concerning play, behaviour in play with respect to different age groups, practical advice for educators, study of play and toy, needs of handicapped children, their play and toys, play and learning, children in altering environment surrounding them, ecological prospects and the future of play /need of a high quality theory of play; problems of future research; play as a contribution to mental hygiene; integration of the world of the child and adults and how to assist the child in practical play problems in the future/. The book is supplemented by comments and a bibliography.

Hoff

323. JARNIER, S. - MAISONNET, R.: Place et roles de l'objet en psychomotoricité. /Place and role of an object in psychomotor development./

L'Education Enfantine, 1978, No.6, pp.23-24, No.7, pp.21-22, No.8, pp.23-24.

Objects play an important role for preschool children, for they function as stimulants of their motor development. The role of objects is studied from the functional, practical and symbolical viewpoints. Children associate in groups for play and other activities. This fact gives rise to social relations and conflicts. The paper presents the results and findings of a survey which investigated in 38 sessions the role of objects in children's activities in nursery schbol, particularly in free play. These objects were investigated from the viewpoints of their dynamics, symbolism and sociability.

Mi

324. MULAC, M.E.: Perceptual Games and Activities. New York, Harper and Row 1977. 200 pages. Reviewed by: CHURCH, K.R.: Childhood Education, 54, 1978, No.6, pp.317-318.

The book deals with various games and activities organized in different fields. They are static /paper-and-pencil games/ rather than motor games, designed for convalescent and handicapped children.

Hn

325. NÜESCH - GMÜNDER, M.: Zeug zum Spielen. /Material for play./
Der Schweizerische Kindergarten, 68, 1978, No.11, pp.493-494.
1 fig.

Children like to play with natural artifacts and material, such as sand, small stones, pebbles, pine cones. This material is popular with children, for it is not specialized and leaves enough scope for children's imagination and creativity. For that reason, the authoress recommends to offer to children, in addition to ready-made toys, various objects they can use for their play. Aesthetic principles should be observed in their selection, though. This is particularly material from which houses, huts, sheds can be built, such as old and used benches, tables, rods, twin ladders and the like. As accessories, curtains and scarves of different colours and material can be used.

Fo

326. OPRAVILOVÁ, E.: Jak si děti hrají. /How children play./
Rodina a škola, 25, 1978, No.8, p.5.

Industrial civilization has considerably affected also the world of children's play. Most contemporary toys do not constitute any inspiration for children, rather objects of passive consumption. For that reason, stimuli should be found which would develop children's creativity and return to play its inherent purpose.

Ku

327. SALAM-BOSSHARD, R.: Konstruktions- und Bauspiele im Kindergarten. /Games combined with construction and building in nursery school./

Der Schweizerische Kindergarten, 68, 1978, No.11, pp.498-501.
1 photograph.

Simple building cubes and sophisticated construction sets offer a broad scope for children's creativity. Children become gradually acquainted with them and find new alternatives. Usually they also try to make a specific object. Building according to a pattern already constitutes a higher developmental grade. Play with building sets gradually becomes more purposeful and focused on achieving a specific result, thus it assumes the character of working activities. This change represents one of the characteristics of school maturity, yet in no way limits the child's need to play. On the contrary, the child's play becomes richer in content.

Po

328. SCHMIDT, T.: Spiel und Kultur. /Play and culture./ Der Schweizerische Kindergarten, 68, 1978, No.10, pp.431-434.
1 photograph, 2 refs.

This is a reflexion on the painting Children's Games by Pieter Brueghel the Elder. The painter, who depicted in his painting about eighty children's games, illustrated the rich and varied life, with respect it its content, of the youth of the 16th century. Some children's games date back to prehistoric time and can be found in different forms in different cultures; for example, drawings on antique vases show how children chase a wheel. Various cultures also knew games with five pebbles, cubes, marbles. The painter depicts games originating at an early age when the child discovers the world and enjoys agreeable sensations especially through the mouth /such as blowing bubbles, playing a trumpet/; he also includes games illustrating adult life. These are games motivated by a wedding, child birth, death. Many locomotive games are depicted too, demonstrating children's healthy assertiveness. There are some rather tough games, such as "to give somebody a toss", which is a kind of "ransom" paid in various games for the child's release.

The author of the article concludes that prehistory and civilization meet in children's games. The culture of children's games reflects the entire development of mankind and its history.

Fo

329. STÖCKLIN-MEIER, S.: Spielstrasse Attiswil. /Games road in Attiswil./

Der Schweizerische Kindergarten, 68, 1978, No.9, pp.376-380.
2 photographs, 1 fig.

The author presents his experience from a small town, where on a concrete road leading to school and also used by the children during playtime, the citizens painted images for traditional children's games. Some of the games are also suitable for preschool children.

Fo

330. WEINIGER, O.: Play. Education and Evaluation.

Early Childhood Education, 11, 1978, No.2, pp. 12-20.
4 figs., 6 refs.

The author presents in his study a survey of the evaluation of teaching and education in the preschool educational system. He especially focused his attention on the content of the subject matter and the role played by the preschool teacher. The main objectives of preschool education were defined best by Barbara Biber in the year 1970; they can serve as a model for further research /to develop the aptitude to operate with abstract symbols, develop the ability of thinking by means of stimulation, group processes, encouraging the child to distinguish between the similar and different in perceiving the properties of objects, their functioning and roles in the life of the community; to stimulate control processes; to build a frame-work for orientation in space and time; to guide to the identification of transformation differences/. The survey demonstrated that a specific training of skills at an early stage does not affect the principal cognitive development /Kohlberg 1968/; the main purpose of these objectives, therefore, is to focus on the reinforcement of abilities, rather than on the enumeration of specific skills in language or other subjects in the field of preschool education. Cohen /1977/ stresses the teacher role and development of his abilities and personal qualities as one of the prerequisites of the implementation of the objectives of innovated preschool education; he further lays emphasis on the formulation of effective curricula and corresponding methods of evaluation. The author underlines the importance of teacher methodology, his style and ability to create an optimistic educational atmosphere in classroom learning. Curricula should be conceived so as to extend and develop the child's own experience on the basis of most varied activities /Weninger 1978/. The author points out that when he omitted to consider different cognitive styles in individual children in the original curriculum and teaching method, he did not meet the principal requirement, i.e. to reinforce the fundamental aptitudes of learning /language skills - as a means of communication and symbolic system without which it is not possible to achieve cognitive processes, thinking, generalization and justification/. By developing more flexible curricula emphasizing the interaction between the teacher and the child, based on play experience, the author states he has facilitated the child's participation in teaching at a level it is able to cope with. A play class fulfils the child's natural wish to cooperate in teaching by play and to acquire experience at the sensory level /facilitate to distinguish elements of the surroundings through senses/, at the motor level /extend the knowledge of the physical world through one's own activities - climbing, walking, running, riding, manipulation activities - shearing, filling buckets with stones / and at the symbolic level - developing functional images - drawing, building with cubes, laying a table, cooking, modelling. The teacher can create a natural environment

for discovery and learning by means of a sensitive observation of children's play and tactical introduction of new material applied in an interesting manner. The success of the programme depends on whether the classroom is equipped in such a way as will facilitate the optimum development of learning through play. The teacher must provide an adequate quantity of aids and material so that the processes of discovery in children should not be limited; he should also provide an adequate flexibility of the direction of play learning, to avoid premature conclusions about the child in the course of its changing abilities. For example, the classroom should offer to the child a rich selection of material stimulating the child's interest in the physical world and facilitating the child its further discovering of its character and its own ability to comprehend it and master it. Natural artifacts, measuring and weighing aids, aids for weather forecasting, plant growing and nature watching should be included in the material. The classroom environment will thus provide many interesting opportunities of learning. Children can focus their attention on the specific properties of the material and work according to specially prepared projects.
The author lays emphasis on the selection of the material·the teacher should not confuse and demoralize the child by choosing uninteresting and too demanding material. He should always bear

in mind the level of individual children and groups by extending their learning in the form of play suited to their level. We should continuously observe the needs, interests and maturity of the children to decide on the realization of the project. The method of interviews with the child plays and important role - by means of questions and answers the teacher will decide on the realization of the play project enabling him to implement objectives which are realistic and comprehensible to the children themselves. Such a project must be time limited and the teacher must take care of flexibility and patience in accepting the children's needs with respect to time and space they require for their own discoveries and learning on the basis of acquired experience. Such a programme is very demanding with respect to preparation, method and teacher practical experience. The programme should be evaluated currently. The teacher makes the evaluation within the classroom related not only to the final result, but also to the process of learning and teaching as a whole, a process which helps to build and control them. The evaluation must be current and summary. Evaluation based on tests is not adequate - it does not do justice to the child. The author recognizes the following three types of evaluation:

1. method of direct investigation of the child in learning by the teacher; 2. finding whether a specific method or chosen procedure is most advantageous with respect to the meeting of objectives; 3. judging to what an extent the objectives achieved should involve further problems of methods and objects necessary to raise the standards of learning and teaching as a whole by means of modification of objectives and curriculum.

This is not a question of mere evaluation and recording of achievements. Educational workers should evaluate the method of the child's learning, evaluate this approach and comprehend figurative elements and operative processes enriching the child's mind. The author rejects evaluation by means of standardized achievement tests. Their limitations are due to their omission of social aspects, motivation aspects and social characteristics of personality. The basis of evaluation should be constituted by observation of the child during play, recording its behaviour and activities and comparing them with the preceding period of investigation of the development of the child's aptitudes. The author summarizes the recording of the various aspects of the teaching process as a whole. The evaluation concerns the child, programme, teacher, school and school system. It places great demands on every teacher /"Why did I evaluate that particular child and how my evaluation can aid in teaching processes with respect to this particular child?"/ The main purpose of the evaluation is to learn as much as possible about the child's growing as an individual and to use these findings in a manner that may facilitate them to achieve a full development of aptitudes.

Hn

5.1 Psychology of play

331. CRAWLEY, S.B. et al.: Developmental changes in the structure of mother-infant play.

Developmental Psychology, 14, 1978, No.1, pp.30-36. 1 table, 11 refs.

The objective of the experiment was to investigate developmental changes in the structure of mother-infant play /4,6 8 months old infants/. Mother-infant play was video-tape recorded in the laboratory, for the time of six minutes of each couple. The recordings were classified into units according to mother behaviour, the units were verbally described, categorized and statistically processed. It proved that qualitative changes in mother behaviour occurred in dependence on infant age and the development of its sensomotor capacities. Mothers of four-month old infants usually restricted themselves only to tactile, kinestetic and visual stimulation which evoked in their infants attention and positive emotional responses. On the contrary, mothers of eight-month old infants most often showed to their infants common verbal-motor play which the infants imitated or to which they responded with their own movements.

Od

332. JUHÁSZ, J.: A gyerek játszik. /Children's play./ Gyermekünk, 29, 1978, No.2, pp.28-29.

The author describes the relationship of the child and its play in creche environment.

Poo

333. Team of authors
K vytváření samostatné činnosti hraní u starších dětí v jeslích a jejich vzájemné vz+ahy. /On the development of independent play activities in older creche children and their mutual relations./
Hračka, 13, 1978, No.1, pp.9-10.

A dialectical interrelationship exists

between the development of play activities and establishment of relations. With extending the content of play, the children's relations assume a new quality. Two-and-a-half to three-year old children are capable of realizing in a concentrated manner the play design and can reflect interpersonal relations. The mutual relations of the children are manifested in help in realizing a specific design, in interest in joint play and in the ability to jointly organize a game. The objective is to make the children realize that it makes them happy to cooperate with others and that play organized and conducted jointly is more interesting. Bearing the above facts in mind, it will be possible to establish such relations during joint play of older creche children as may be in keeping with the norms of coexistence of people in a socialist society.

Ku

334. LÉPÓ, Z.: Babák. Beszelgetés a szbadító játékrol.
/Puppets. A dialogue about play and toy./
Uj Tükör, 15, 1978, No.16, pp.12-13.

The author discusses the role of toy and children's play in the process of personality development.

Poo

335. Povídání o Filipech. /Talking about Philips./
Zlatý máj, 22, 1978, no.3, pp.170-173.

Dr Eva Vančurová, child psychologist, is the author of the text of the series on Philips. The objective of the book is to make children's entertainment over a book more active. Individual parts are focused on optical perception, identification of colours and shapes, conceptual and logical thinking. The last part contains daily routine situations for the children to solve. The book should help parents in establishing contacts with children. It is not designed for independent leafing through. The child needs an intermediary - the parent - who will set assignments to it. The child's mental development is enhanced through play. The authoress deals with child mental development at preschool age. As regards texts for children, the formulation of instructions is very important as they have to be clear to the children without any additional explanation. "Philip" represents an attempt to produce a book of a new type.

Ku

336. SMITH, P.K. - SYDDALL, S.: Play and Non-Play Tutoring in Pre-School Children: Is it Play or Tutoring Which Matters ?
The British Journal of Educational Psychology, 48, 1978, No.3, pp.315-325.

Many experiments demonstrate the developing effects of play with respect to the capabilities of preschool children. The authors believe,however, that these experiments did not sufficiently separate the effects of the play itself from methods of organizing the children's activities. They confirm this approach by their own experiment with a group of fourteen preschool children.

No

5.2 Pedagogy of play

337. BARTCZAK, E.: Zabawki pomocą w przygotowaniu do szkoły. Instrukcja do wkładki. /Games help in preparation for school. Instructions for teachers./ Wychowanie w Przedszkolu, 31, 1978, No.6, pp. 331-333, suppl. I.

The supplement contains colour pictures of various houses, both urban and rural. Children copy these houses and buildings, making from them residential quarters, shops, roads, etc. The article is an instruction for teachers how to work with these pictures.

Bu

338. BÖRLIN, U.: "Kleine Welt" - Spiele. /"Small World" - games./

Der Schweizerische Kindergarten, 68, 1978, No.11, pp.489-493.
3 photographs.

A teacher describes children's games which throughout the year reflected the children's experiences and seasonal changes. The children made houses for figures, made a playground for "children" in the spring, a swimming pool in the summer. They made various modes of transport so that their dolls could visit one another, installed a telephone, etc. These games required from the teacher to assist in developing the plot and creating conditions for the children to be able to realize their plans.

Fo

339. FEDORENKO, V.: Formirovaniye predstavleniy o professiyakh. /Building up images of occupations./

Doshkolnoyé vospitaniye, 1978, No.10, pp.64-69.

Topic-oriented task games constitute an effective means of acquainting children with the work of adults, with the characteristic features of individual kinds of jobs. These games are organized in three stages: 1. data collection,

2. preparation time, 3. actual game. Data on the work of adults are currently acquired by the child in the family, nursery school, its own observation of the surroundings. As regards the preparation for the game, this is choice of fellow players, division of tasks, choice of toys. Here the teacher, just as during the game itself, can direct and guide the children's play, give them advice, a new stimulus, submit some more data.

Po

340. FLURI, H.: Spielen und lernen. /To play and learn./ Der Schweizerische Kindergarten, 68, 1978, No.11, pp.501-503.

Play and tutoring are often difficult to separate. Within the broad spectrum of games, tutoring games are indispensable. These are teaching aids purposefully chosen or made, designed to achieve a specific teaching objective or to practice and reinforce material. As a supplement to common games, these tutoring games can assist the child in grasping the world around it, help to learn its surroundings consciously, to identify, compare according to specific features, such as size, colour, quantity, position, shape, temperature, weight and other qualities which can be discerned by the senses. These games play a specially important role in nursery schools attended by foreign children.

It is important to choose such material as would stimulate further planning and modifications. The teacher should bear in mind all the time, though, that tutoring should not dampen enjoyment of the play.

Po

341. CHODKOWSKA, K.: "Rola zabaw twórczych i konstrukcyjnych w poznawaniu i wychowaniu dziecka". /Podsumowanie konkursu./ /The role of creative and constructive play in child cognition and education"./ /Recapitulation of a competition.//

Wychowanie w Przedszkolu, 31, 1978, No.3, pp.143-146.
4 photographs.

The authoress recapitulates the results of a competition organized by the editors of the journal. Forty-five entries were made. The competition brought a number of valuable examples of games, as well as theoretical papers.

Bu

342. CHRZANOWSKA, D.: Zabawy manipulacyjne.
/Manipulation games./

Wychowanie w Przedszkolu, 31, 1978, No.3, pp. 115-125.
1 chart, 11 refs.

The authoress presents the opinions of various theoreticians and pedagogues concerning children's play; she analyzes in detail various games beginning with a one-month old infant up to preschool children and arrives at the conclusion that manipulation games are of an enormous importance with respect to the development of child physical skills and its intellectual and emotional development.

Bu

343. Idee Janusza Korczaka wiecznie żywe. Korczak - o zabawach dziecięcych. /Janusz Korczak's ideas still valid. - Korczak on children's play./
Wychowanie w Przedszkolu, 31, 1978, No.6, pp. 295-297.

The article reproduces some of the ideas of the famous Polish pedagogue on the psychology and pedagogy of childrens' play.

Bu

344. KÄNEL, E.: Das Spiel im Kindergarten. /Play in nursery school./

Der Schweizerische Kindergarten, 68, 1978, No.10, pp.434-436.

The article is based on two theories which are elaborated in greater detail in the following works: Colber-Schrader, - Krug: Arbeitsfeld Kindergarten /Working field kindergarten/, Schmaus, - Schoerl: Socialpädagogik im Kindergarten /Social pedagogy in kindergarten/, Schmaus: Bildungsarbeit im Kindergarten /Educational work in kindergarten/.

1. The child should be able to process its experiences and knowledge in play;
2. Play should offer to the child an opportunity to extend its mental horizons.

Guidelines exist how to equip nursery school yet every nursery school should be equipped individually, in keeping with the local conditions. For example, in a nursery school mostly attended by the children of railwaymen, space and material should be provided for the children to play traffic and transport games. On the other hand, children should get a chance to play with toys acquainting them with unknown phenomena, thus extending their horizons, for example urban children should get a building set of a farm; also, furniture for a doll's house, since in the author's opinion contemporary children get very little opportunity to see household work done.

Po

345. KOKOREVA, N.: Igri so slovom. /Games with words./
Doshkolnoye vospitaniye, 1978, No.9, pp.42-43.

These are locomotive games dramatizing verse text, mostly of popular rhymes. This is experience described by a music teacher who recommends these games to the accompaniment of music to affect child emotional and physical development. They can be used, for example, in physical education tutored outdoors, everywhere where a musical instrument is not available.

Po

346. KOSMONOVÁ, K.: Podporujeme aktivitu dětí. /Encouraging the children's activity./
Predškolská výchova, 32, 1977/78, No.5, pp.142-143.
4 photographs.

The creche staff from Jura near Bratislava discuss the question of task-oriented games. They describe how they create conditions for developing these games by arranging special corners, such as for playing at household, hairdresser´s, for building, playing at the post-office. It is especially this corner that the staff observe the children´s developing their creativity and minds. Their games reflect their experiences from going to the post-office.

The creche staff arrange similar corners also in the crèche garden.

Fo

347. KRÁLOVÁ, R.: Hrajeme si s batolaty. /Playing with teddlers./

Rodina a škola, 25, 1978, No.3, p.5.

Play constitutes a natural activity for the child; it facilitates the child´s development beginning with the first years of its life. There exist games combined; with movement in which children develop their adroitness, musical lecomotive games, didactic and constructive games. Imitative games develop elements of purposefulness and develop into task-oriented games. Picture books and other books develop in children attentiveness, concentration, memory, comprehension and speech.

Ku

348. MANNING, K. - SHARO, A.: Structuring Play in the Early Years at School.

London, Ward Lock Educational 1978.
Reviewed in: Early Childhood Education, 1978, No.2, p.47.

The book demonstrates to teachers how to apply play to work with children, presents examples of motivation, processes and play material and specifies the role played by adults in developing children's play.

Mi

349. MENDZERITSKAYA, A.V.: Tvorcheskaya igra v pedagogicheskom processe detskogo sada. /Creative play in the pedagogical process of nursery school./

Doshkolnoye vospitaniye, 1978, No.11, pp.10-17.

This is the introductory chapter from the book to be published in the year 1979. Creative play, more than other types of play, affects the shaping of child personality. Children's behaviour in play is always realistic. Children do not imitate the reality, rather they combine different impressions acquired through observation with their own experience. Controlling creative play constitutes a very complex section of play, developing the plot, division of tasks, assistance in the realization of play design. The choice of play is often affected by the intensity of children's experiences. Play most often reflects the work of adults. It encourages in children their interest in various occupations, work. The content of play is also influenced by literature for children, television programmes and, especially in young children, toys. Conflicts also arise during play; their solution usually requires an adequate interference on the part of the educator. As regards older children, these can be factual conflicts useful for a clarification of the children's images, developing their inquiring minds.

Fo

350. MIGLIOTTI, M.B.: Inventiamo e animiamo le nostre storie. /Let's invent and animate our stories./ Scuola materna, 65, 1978, No.14, pp.936-937.

The authoress suggests how to use dramatization of stories to make the activities of a nursery school more interesting. The playing of a role helps to relieve special tensions in the child to solve psychological problems, both individual and collective. It is necessary to train first mimicking, gesticulating, to cultivate movement and speech. It is especially speech that is developed in dramatization - the active vocabulary of the children stretches.

Hoff

351. MIŠURCOVÁ, V.: *Hračka a hra jako výchovný prostředek v různých kulturách.* /Toy and play as educational means in different cultures./

Hračka, 13, 1978, No.1, pp.5-8.

Play has an important function in the life and education of children: it is applied both in family and institutional education, at school and other educational facilities. Play as a factor affecting the development of the child and man has found its uses in the education of young generations in all cultures. Children's play constitutes an important activity in the first years of life and its pedagogical importance is generally recognized. Games coming from different cultures are also used for educational purposes, especially with respect to meeting the objectives of aesthetic and language education. Their application to education, however, has so far been unsystematic and more or less occasional. For that reason, systematic efforts should be devoted to describing and collecting children's games from different cultures and to profoundly analyze the nature of children's play viewed from the angle of individual sciences /biology, psychology, pedagogy, sociology/ and to discover the possibilities of using play as an educational means resulting in a deeper understanding of human relations, a better learning of the reality and the development of the creative abilities of every child's personality.

Ku

352. MUKHINA, L.: Na syuzheti literaturnikh proizvedeniy. /Using the subjects of literary works./ Doshkolnoye vospitaniye, 1978, No.11, pp.18-21.

Children's play using the subjects of literary works affects the children's emotions and develops their imagination. It contributes to speech development, significantly influences the children's moral development. The child projects in its play its popular heroes who become models for the child. A prerequisite for such play is to foster in children interest in literature. Attempts to use literary subjects in children's play appear as early as with three- to four-year old children, yet they are most intensive with children of older preschool age. The task of the teacher is to recognize the children's intentions, to explain, complete or read again the story, give advice what else from the story can be used in play.

Illustrations also considerably influence the developing of this kind of play.

Fo

353. MUISCHNEEK - HOFFMANN, S.: Spiel and Klang. /Play and sound./

Der Schweizerische Kindergarten, 68, 1978, No.10, pp.449-451.

We are surrounded by sounds everywhere. Every sound is generated by movement. A year-old infant can already perceive and produce sounds /clapping, throwing of objects/. A three-year-old child prefers finer sounds, such as bell-ringing, sounds made on a triangle, gong, and the like. Later on, the child makes use of various objects of daily use and of instruments whose manipulation is combined with sounds. Play with sounds represents for the child a possibility of trying various alternatives and of expressing itself through these sounds.

Fo

354. NORDHOFF, I.: Gefühle zeigne. /To show one's emotions./

Spielen und lernen, 1978, No.12, pp.128-129. 2 figs.

The authoress suggests as an important means of achieving mutual understanding among children to use play études facilitating the expression of various emotions. Children learn in them both to express their emotions and to comprehend the expression and emotions of others. She considers these études a means of developing natural child'spontaneity and reports on some schools which have integrated them directly as part of classes in the subject entitled "Rollenspiel".

Op

355. NÜESCH - GRÜNDER, M.: Spiel und Nachahmung.
/Play und imitation./

Der Schweizerische Kindergarten, 68, 1978, No.11,
pp.479-481.
1 photograph, 2 refs.

In imitation, the child acquires a valuable capability, to identify itself with its model. Every imitation requires a model. The nursery school teacher, therefore, has to acquire qualities he or she wants to foster in the children. Children learn more through imitation than instruction. For that reason, the children's nursery school activities have to be critically evaluated, as well as their toys. The development of children's activity, their imagination and at the same time their ability to play, all this requires a certain extent of experience. Adults must offer to children stimuli and models.

Po

356. SEMUSHIVA, L.: Pravilno rukovodit syuzhetvo-rolevimi igrami. /To control correctly subject-oriented task games./

Doshkolnoye vospitaniye, 1978, No.5, pp.75-81.
7 refs.

The authoress bases her considerations on the experience that most teachers are not able to correctly control subject-oriented task games and that in teaching pedagogy at pedagogical schools less time is devoted to these games in comparison with others. Teacher behaviour in controlling subject-oriented task games was investigated and the main skills were found as required in controlling the above games; 1. To diagnose correctly the level of development of children's play activities; 2. to define the level of play activities which should be attained; 3. to organize children's play and express one's lively interest in it. The first two skills can be acquired by pupils in teaching, the third directly in practice. The authoress has developed and tested in practice a topic-oriented programme concerning the topic "Subject-oriented task games and how to control them". Part of the programme are six practical tasks supplemented by pupils´ independent work.

Po

357. SZÁNTÓNÉ-HORVÁTH, M.: A gyerekek személyiségének megismerése a szabály játékokban. /Learning children´s personality in games with rules./ Óvodai Nevéles, 32, 1979, No.1, pp.8-9. Bibl.

The assessment of achievements in children´s development should be subjected to testing. Suitable methods are games with rules in which children spontaneously express themselves. It is important to choose adequate games so that they may meet expected requirements and facilitate the identification of children´s responses.

The authoress also includes in her article several games successfully tested in practice.

Va

358. SARKADY, S.: A játékirányítás kérdéseiről. /On questions of controlling games./

Óvodai Nevelés, 31, 1978, No.12, pp.457-459.

The author discusses the following questions: role of play in the development of child personality, the teacher's role in this process, suitable pedagogical atmosphere and how to provide it, specific examples, well-planned approach to the provision of material conditions, the dialectics of controlling play and psychological aspects, examples tested in practice to illustrate the theoretical part of the paper.

Va

359. SHMELEVA, G.: Formirovaniye syuzhetno-rolevikh igr. /Developing subject-oriented task games./

Doshkolnoye vospitaniye, 1978, No.9, pp.35-37.

The authoress describes her experience from the section of youngest children; half of them came to the nursery school from creches. The teacher's aim was to unite children in joint play, to foster in them friendly relations, ability to communicate. This required the teachers' active participation in the children's play, distribution of relevant toys, roles. Children found subjects for their play during their occupations, in didactic games, watching adults at work. They invented play at household, nursery school, hospital. This approach facilitates the children's acquisition of active attitudes and self-confidence.

Po

360. STÖCKLIN-MEIER, S.: Spiel und Sprache. /Play and speech./

Der Schweizerische Kindergarten, 68,1978, No.10, pp.436-438.

Verses and rhymes constitute small verbal miracles. They need not have a specific meaning, yet they bring enjoyment, warmth, movement. The authoress of this article uses the example of a rhythmic verse designed for youngest children to demonstrate how emotional relations are established between the child and adults. The repetition of verses imbues the child with security, establishes tradition. Rhymes also represent locomotive play. The nature of lullaby lies in the loving attitude of an adult to the child. Since today, in contemporary families, children do not often hear these rhymes, nursery school teachers should use them as much as possible in their work. Used at the right time, they can pacify the children, make them happy, concentrated, distract their attention, and the like. They can motivate various movements and physical exercise.

Children that know traditional popular rhymes are also prepared to invent new ones, rhymes of their own.

Fo

361. USOVA, A.P.: Rol igry v organizatsii zhizni i deyatelnosti detey. /The role of play in organizing the life and activities of children./

Doshkolnoye vospitaniye, 1978, No.1, pp.67-70.

This is a research study published in the journal Doshkolnoye vospitaniye in the year 1975; it indicates the possibilities of using play with respect to developing child personality. The authoress considers play a method of organizing the life and activities of children. To correctly organize children's play and activities means to educate them correctly. In play, the child does not learn a way of life, it already lives its life. Various forms of organizing children's life, occupations, work, play are used in the educational work of nursery school. Each of these forms leads to different pedagogical achievements, each of them forms different aspects of life. It is the advantage of play that it facilitates the organization of children's life, their activities and independence.

The investigation confirms that realistic social relations are established between children during play. Sociability should be fostered in children, i.e. a capability of establishing contacts, associating with one's friends, communicating with them. This feature is formed in the process of children's life and joint activities. The life of the children's community develops in games, including its needs. To enhance the positive effects of play, it is necessary 1. to allocate adequate time for play in agreement with children's age and other methods of the educational process, 2. to determine the general content and potential of play in relation to its character in idividual stages of children's life in nursery school.

Fo

5.2.1 Typology of play

362. HARGITAI, G.: Élmény és alkotás hároméveseen.
/Experience with the development of three-year olds./

Pedagógiai Muhely./Nyiredháza/, 3, 1977, No.2, pp. 19-20.

The author discusses play and development in the educational process of nursery school.

Poo

363. MÜLLER, W.: Die Möglichkeit der Anwendung didaktischer Spiele in der Kinderkrippe. /The potential of using didactic games in nursery school./

Neue Erziehung im Kindergarten, 30, 1978, No. 6, pp.21-24.

The authoress first discusses the importance of didactic games in general and goes on to the application of didactic games in work with creche children. She suggests to use them to practice fine motor movements, attentiveness, abilities of self-control, comparison and discrimination. She mentions examples of didactic games she conducts with a group of six to eight children for ten to fifteen minutes. In conclusion, she attempts to define general principles concerning the development of didactic games in creches.

Op

364. NORDHOFF, I.: Ein Kühlschrank aus Knete. /A dough fridge./

Spielen und lernen, 1978, No.7, pp.84-86. 7 figs.

The authoress describes her experience with the newly introduced teaching subject at a primary school in Hanover called "Creative play and work". She introduced this subject on the model of British infant-schools where children at the ages between five to seven years are offered more scope for creative play and where the transition between nursery school and primary school is a gradual one. The tutoring constitutes two lessons per week on Saturday mornings and apart from the teacher herself is also attended by some parents who with their advice and assistance enrich both the content and methods of these activities. In addition to developing many manual skills, the subject also significantly contributes to social learning and mutual interpersonal relations.

Op

365. SINGER, W.: Fingerspiele - eine Spielart, die wir neu erschliesse und nutzen sollten. /Finger play, activities which should be re-discovered and re-introduced./
Neue Erziehung im Kindergarten, 30, 1978, No.7-8, pp.23-26.
4 figs., 3 refs.

The authoress disagrees with the opinion that finger play is obsolete. In her opinion, it does not mean any romantic comeback to F. Fröbel's approach, but a specific possibility of establishing an intimate contact between the child and an adult, establishing emotional ties and, last but not least, conveying a special type of information. In combination with songs or verbal-rhytmic accompaniment, finger play contributes to children's concentration and development of fine motor movements. Finger play can also be used with older children for dramatizing games.

The authoress presents a number of examples of simple games.

Op

366. Spiele zur Entwicklungmotorischer Fähigkeiten. /Games to develop locomotive skills./

Neue Erziehung im Kindergarten, 30,1978, No.7-8, pp.17-18.

The article discusses the selection of games oriented on developing children's speed of responses in movement, movement orientation and kinesthetic differentiation. Each game has its own methodological description and age group.

Op

367. ŠIKLOVÁ, D.: Konstruktivní hra v jeslích.
/Constructive play in creches./

Hračka, 13, 1978, No.1, pp.8-9.

Constructive play in creches is primarily play with various building materials. Constructive activities are inherent to children and stem from some principal children's needs - experimenting with objects and testing material properties. It is a natural method of practising manual adroitness, accuracy of grasping with the hand, coordination of the eye and hand and it especially affects the development of child imagination and fantasy. Creche nurses prepare for children short sessions of educational occupations during which they acquaint the children with specific constructional principles. In independent free play the children then get a chance to develop and modify these principles.

Ku

5.3 Toy

368. ACHERMAN, D.: Gesichtspunkte zur Spielzeugwahl.
/Criteria for toy selection./
Der Schweizerische Kindergarten, 68, 1978, No.11,
pp.478-479.
2 refs.

The toy manufacturers offer a much broader assortment of toys then ever before. It is, therefore, necessary to choose toys carefully and not to succumb to fashion extremes. Yet, it would be wrong to deprive children of modern toys, for they represent part of the world the children live in. The child needs toys for outdoor activities, for task-oriented games, for construction, didactic and table games. It needs toys which are in agreement with its level of development and its potential. Since children of different ages come to nursery school, it should possess toys of a more general application which would also place different demands on children's skills. Children need solid material, functional material whose structure and mechanics are easy to comprehend; they need toys encouraging independent activities and offering varied possibilities of use.

Po

369. ANTSIFEROVA, A.: Svyaz igr detey s trudom.
/Combination of children's play with work./
Doshkolnoye vospitaniye, 1978, No.12, pp.38-39.

The programme of educational work recommends to combine working tasks with interesting play motivation. If a child is asked to make a toy, it will become interested in the end result which helps the child to concentrate on the solution of individual work operations and to get gradually a command of working skills and habits. In addition, work of this kind contributes to the development of the qualities of collectivism, organisation, positive attitude to any kind of work, preparedness to do something useful for others, to associate with others to make the necessary accessories for play.

The combination of play and work is possible especially in play based on children's joint experiences, leading to the setting up of stable groups. During these games, the children's need arises to make together toys and various accessories.

Po

370. GUNNAR-VONGNECGTEN, M.R.: Changing a Frightening Toy into a Pleasant Toy by Allowing Infant to Control its Actions.

Developmental Psychology, 14, 1978, No.2, pp.157-162.
2 charts, 2 tables, 15 refs.

This was an experiment to verify the hypothesis that the possibility to control a phenomenon by means of one's own actions relieves infants of anxiety concerning this phenomenon as early as in the first year of their life. The responses of 48 boys and girls at the ages of 12 to 13 months to a mechanical toy were investigated and recorded; the toy emitted intensive sounds. Half of the infants were trained in advance so as to be able to control the starting of the toy; on the other hand, the other half of the infants could not control the actions of the toy. The findings generally confirmed the initial hypothesis, at the same time, however, they demonstrated differences in the responses of boys and girls. In the boys, the ability to control the toy really changed a frightening toy into a pleasant toy, while with the girls, the situation was different in that even those girls who could not control the toy did not fear it; those, however, who could control it smiled at it more often. In conclusion, the author analyzes the importance of the correlation fouhd between control of a phenomenon and diminished fright of it with respect to the theoretical concepts of child fright.

Od

371. HAVLÍČEK, O.: Situace v odbytu hraček na západoevropských trzích. /The toy market in Western Europe./

Hračka, 13, 1978, No.2, pp.13-14.

At present, toy sales in Western Europe

manifest a descending tendency. Toys are the subject of intensive research activities of the International Council for Children's play, which sets up requirements and regulations concerning toy quality. Toys should leave enough scope for the child to apply its own imagination, they should be easy to grasp, of adequate sizes and in keeping with the child's age.

Ku

372. HEINICKE, R.: Zur Einsatzmöglichkeit der Anbau-Spielkiste im Spiel der Vorschulkinder. /On various possibilities of using a construction set in preschool children's play./

Neue Erziehung im Kindergarten, 30, 1978, No.9, pp.12-13.

The author describes a new construction set presented at the International Fair in Leipzig and the possibilities of using it in nursery school. The construction set consists of three types of boxes /63 cm x 33 cm x 40 cm; 59 cm x 14 cm x 19 and 30 cm x 15 cm x 19 cm/. The boxes are made from a combination of wood and plastics. It is possible to use the construction set in many varied ways.

Op

373. KLINKE, W.: Lernspielzeug: Erst prüfen - dann kaufen ! /Didactic toys: try them first, then buy them !/

Spielen und lernen, 1978, No.4, pp. 32-34.

The author of this article analyzed 125 didactic toys and material marketed in the Federal Republic of Germany at present; on the basis of this analysis he gives advice to parents how to choose toys and how to find one's bearings on the toy market. He points out to parents that they should always try to find a toy or material with more general uses, that it should be naturally attractive and it should affect the child's general development. He also points out to individual differences in children's interests and also potential. In his survey he found in 35% cases incorrect definitions of age limits, inadequately complex explanations and undesirable one-sidedness. These factors can cause loss of interest and failure on the child's part, which very often makes the parents express doubts as to their child's abilities. In case the advertised success does not materialize, disappointment on both sides sets in.

The author points out that very often these are expensive toys whose educational as well as factual quality does not correspond to their cost and is often based only on commercial interests.

Nearly one fifth of the investigated set of toys and material can be considered definitely inadequate. At the same time, the author stresses that the child needs to develop in an all-round manner and that a one-sided orientation on intelligence development would result in irregular development.

Op

374. KÖPPL, L: Koncepce rozvoje sortimentu hraček do roku 1985. /The concept of the development of the toy market up to the year 1985./

Hračka, 13, 1978, No.1, pp.10-14.

The consumption of toys has consistently grown in the last fifteen years. When planning the development of toy consumption it is not possible to focus attention only on meeting the ever increasing quantitative need of toys. Structural changes are taking place in the toy assortment, including its innovation at present. The import of new, commercially attractive toys has also increased. When analyzing the level of offer on the home market it is necessary to state that the manufacturers could and should raise their demands on the quality standards of products. The final prognosis of the development of toy consumption takes into account the existing state of manufacturing capacities, realistic possibilities of increasing the pnoportion of import and effects of the demographic development.

Ku

375. LOKUTSIYEVSKAYA, G. - NOVOSELOVA, S.: Dlya samikh malenkikh./For the youngest ones./
Doshkolnoye vospitaniye, 1978, No.5, pp.82-86.
Cont.1.
1 table.

When choosing toys for a specific age, the authors take into account the respective stage of development of play activities. They present a table indicating five sets of toys designed for individual age groups, from 0-3 months to 2-3 years of age. In the earliest age group, these are only didactic and musical toys, gradually toys appear of locomotive sports character, entertainment, subject-oriented, technical theatrical toys, toys designed for festivals and carnivals. The special features preaviling in individual age groups should be taken into account when choosing the material, weight, size, aesthetic design, structure, texture and functionality of the toy.

Fo

376. LOKUTSIYEVSKAYA, G. - NOVOSELOVA, S. -
KOZHUKHOVA, N.: Dlya samikh malenkikh. /For
the youngest ones./

Doshkolnoye vospitaniye, 1978, No.4, pp.104-108.
Cont.
1 table.

The authors present a brief characteristic of infant responses to external environment in the first twelve months of its life and derive from them toys which would be in agreement with the specific features of infant age in individual months. The first year of infant life can be classified into two developmental phases. Activities are typical of the first phase of infant age through which the infants gets acquainted with toys and surrounding objects. The other phase is characterized by imitative, object-oriented, play activities. The infant will grasp the rattle, bring it close to its eyes, listen to the sounds it makes. This phase begins at the end of the first year of life and continues into the first half of the second year. Subject-oriented play originates in this phase, typical of early age. A higher stage of this play takes place when the infant assumes a role in play. This is a phase preceding subject-oriented task play, typical of preschool children.

Pedagogical requirements placed on toys are primarily determined by the character of the development of the infant-being-in-charge activities. A summarizing table is part of this article indicating the individual stages of development of activities at an early age, methods of developing play and the contents of play activities in individual age groups.

Fo

377. MICHELET, A.: Chronique du matériel et des jeux. /A chronicle of didactic material and play./
L'Education Enfantine 1978, No.4, pp.63-64. 1 fig.
No. 5, pp.63-64, 1 fig. - No.6, pp.63-64, 1 fig. - No. 7, pp.63-64. - No. 8, pp.63-64, 2 figs. - No. 9, pp.63-64, 2 figs.

This is a series of articles continued from the last year and dealing with the characteristics and evaluation of toys and teaching aids. No. 4 deals with F. Fröbel's third gift. No. 5 presents the characteristics of Fröbel's fourth and fifth gifts. No.6 presents a reflexion on toy size. It discusses the functional value of toys which lies in accommodation to child needs, and some other material conditions required for developing play. In No.7. A. Michelet considers the new requirements placed on controlling child play, stemming from new living conditions as well as from education to creativity.

No. 8 selects from 1978 toy catalogue two topological games for small children: a spatial and a flat jig-saw puzzle.

In No.9, the author discusses the concept and equipment of children's playgrounds serving to develop children's play.

Mi

378. MIŠURCOVÁ, V.: Hra a hračka ve výchovně vzdělávacím systému mateřské školy. /Play and toy in the teaching and educational system of nursery school./

Předškolská výchova, 32, 1977/78, No.8, pp.222-223.

The study is focused on didactic toys. Their specific feature is that they are designed to educate the child through play activities not controlled by adults. The toy is a means of self-education. It clearly determines certain tasks the fulfilment of which is desirable from the viewpoint of child development. Its value does not lie in the diversity of activities it generates, rather in the importance of tasks to the solution of which it leads.

Didactic toys appeared when the requirement had arisen that education and teaching should be implemented through play rather than drill. In the 19th century, these were toys aiding elementary education /dominoes, lotteries, jig-saw puzzle alphabets and the like/. As regards Fröbel´s material, this is controlled didactic play with artificially constructed material.

Montessori´s material is constructed so as to facilitate self-control, elimination of errors and self-instruction. Yet, it lacks functionality with respect to child life. O. Decroli´s system was designed to respect the principles of naturalness. His didactic material is selected from the child´s environment /known objects, toys, pictures/. On the other hand, it does not take into account man´s social development.

None of the above systems has been accepted in the nursery school practice in Czechoslovakia as a comprehensive system. Comenius´s ideas have been applied in the course of development of the Czech nursery school system, his requirement of naturalness of education. The contemporary approach to toys is a systems approach, in which individual toys and their types are represented in specific proportions in agreement with the requirement stemming of the tasks and objectives of the education of members of the socialist society.

Fo

379. MICHELET, A.: Catalogue permanent des matériel.
/A permanent catalogue of didactic material./

L'Education Enfantine 1978, No.4, pp.65-66, 1 fig. - No.5, pp. 65-66, 1 fig. - No.6, pp.65-66, 1 fig. - N - No.7, pp.65-66, 2 figs. - No.8, pp.65-66, 4figs. - No.9, 65-66, 4 figs. - No.9, pp.65-66, 2 figs.

No. 4 carries the description and assessment of the table game Rabbit lottery; this is a game developing observation skills and quantitative thinking. No.5 deals with multipuzzles dealing with the topic Village festival. No. 6 carries the picture and description of a toy by means of which the child acquires orientation in time and learns to tell the time. No. 7 describes a table game called Village which, by means of pictures, facilitates to develop the child's skills of observation, expression and logical thinking, No. 8 carries the description of the table game called Right-Left designed to develop spatial orientation. No.9 contains the description of two games designed to develop a sense of touch. Their names are Domino and Tactilo.

MH

380. NOVOSELOVA, S. - LOKUTSIYEVSKAYA, G. - KOZHUKHOVA, N.: Dlya samikh malenkikh./For the youngest ones./

Doshkolnoye vospitaniye, 1978, No.6, pp.90-98. End.
2 tables, 4 photographs.

Objective criteria of toy assessment and principles of their classification have been developed on the basis of the four-year investigation carried out by the researchers of the All-Union scientific research institute for toys and the Scientific research institute of pre-school education of the Academy of pedagogical sciences of the U.S.S.R. The practical result of this investigation is the system of toys as described in the preceding papers.

The toy is considered a means of developing child activities. The article carries detailed description s of toys designed for individual age groups; these toys have been recently developed and are in the testing stage now.

Fo

381. OSVALDOVÁ, B.: Kdo, kde, co pro naše děti. /Who, where, what for our children./

Děti a my, 8, 1978, No.2.

The production and consumption of toys have developed rapidly during the last years. The authoress discusses the assortment of toys, their aesthetic and artistic standards. The development of toy manufacturing can be characterized by a low standard of developmental centres. A concept of development of toy assortment was elaborated assessing the existing development, including forecasts.

Ku

382. ŠIMKOVÁ, J.: Salon International du Jouet, Paris 1978. /International exhibition of toys, Paris, 1978./

Hračka, 11, 1978, No.2, pp.7-8.

Textile toys were dominant at the international exhibition of toys in Paris, especially dolls in old costumes. Pairs of figures were numerous, such as mother and child, etc., or animals with various objects. As regards wooden toys, most interesting were sets of rattles and circles for infants and toddlers. Generally speaking, the exhibition was inspiring both for pedagogues and artists, as well as manufacturers.

Ku

383. UEBERHORST, B.: Auch Kitschiges kann schön sein !
/Even a kitsch can be nice !/

Spielen und lernen, 1978, No.12, pp.97-98.
2 figs.

A toy specialist presents some original views concerning the role of toys and questions some generally recognized requirements placed on toys. For example, she states that no toy can be described as especially valuable from the pedagogical point of view, for it is only the manner of child's play that will verify its value. Similarly, it is not possible to define the age limit suitable for a particular toy, since development in every individual takes place in dependence on environmental factors, i.e. in a very different way. Toys cannot be specified neither with respect to child sex nor environment in which the child lives. She further warns against one-sidedness, especially of didactic toys. She points out their functionality /a pair of scissors must be capable of cutting, a sewing machine for children must be capable of sewing/. She warns against both excess and lack of toys and against perfect technical toys which leave no scope for children's creativity and imagination.

In conclusion, the authoress states that the yardstick of good taste, as asserted by adults, need not necesserily be in keeping with the child's ideas. She believes that the child is "more sincere" as regards its taste, admits its preferences for bright colours and attractive elements. That is why children often like what is described by adults as kitsch. She does not find this child immaturity in aesthetic evaluation harmful and sees in it only a transitory developmental phase which will fade away of its own accord parallely with the increasing extent of experience and aesthetic impressions.

Op

6. PRESCHOOL TEACHING

384. CRÉPIN, R.: Maternelle - Mathématique, Liaison maternelle - Cours préparatoire. /Nursery school - mathematics, relationship between nursery school and preparatory classes./

L'Education Enfantine, 1978, No.5, pp.11-14.

The author bases his considerations on the joint objective of nursery school and elementary school, i.e. the child's comprehensive development. He suggests how to meet this requirement through mathematics in both institutions. He analyzes the mathematics curriculum from the viewpoint of continuity between both school grades. He comes to the conclusion that teaching in the sense of dynamic structuration of space and time, organized by the teacher, can facilitate the comprehensive development of the child.

Mi

385. ELIASON, C.F. - JENKINS, L.T.: A Practical Guide to Early Childhood Curriculum.

St. Louis, The C.V. Mosby Company 1977. 308 pages. 49 figs.
Reviewed in: Childhood Education, 54, 1978, No.3, p.151.

The book contains a number of specific suggestions how to teach preschool children. The authors lay a special emphasis on carrying out activities focused on the acquisition of the necessary skills which constitute the basic prerequisites of preparation for school education.

Hn

386. KOEP, R.G.: Social Studies in the Kindergarten.
Early Childhood Education, 11, 1977/78, No.1,
pp.22-30.
1 fig., 42 refs.

The author, professor at the department of preschool education at Lethbridge University, presents in his study a survey of the development of theories concerning the socialization of the preschool child. He asks a question to what an extent the preschool child is able to cope with the essentials of social studies. Is it the only objective of the kindergarten to prepare the child for formal school teaching ?
The author further presents a historical survey of opinions concerning the role played by the kindergarten in children's preparation for school and its contribution to the development of child personality /Pestalozzi, McMillan. F. Frõbel was the first in 1837 to take a solid approach to the education of preschool children./
The objective of child education in the kindergarten was the individual development of motor, artistic, mathematical and communication skills. He laid the foundations for the development of modern processes in the kindergarten. In the year 1940, emphasis shifted in the kindergarten on the development of mental education. Dr Spock laid emphasis on emotional development;

the consequence was lack of interest in the cognitive aspect in preschool education - the child should remain child for long. In the period 1950-1960, Mr Hunt came with a new interpretation of the concept of intelligence. In his opinion, intelligence is not only determined genetically-lack of love, security, stimulation significantly affect intellectual development and restricts it. Mr Bloom stressed the importance of education in the early years of life and the effects of environment and stimulation as means of acceleration of intellectual growth in the first six years of life. Piaget´s theories inspired child psychologists and educators in favour of the cognitive aspects of development. S. Freud laid emphasis on some stages of development and asserted that accomplished personality depends to a great extent on the success it achieves in the individual stages of its development. According to Piaget - the child builds up its own intelligence through interaction with environment. On the basis of these theories, there occured a reorganization of the content of preschool education. The problem arose of the formulation of the objectives of preschool education in technically advanced modern societies. Social studies have their roots in social sciences - they must be integrated in preschool education. The child needs a programme making use of its natural inquiring features as a motivating factor in the acquisition of skills and comprehension, which leads to a successful life in today's confusing world. The author further presents a survey of the objectives of the programme of social studies according to the propositions of individual researchers /Logan formulates key notions and generalizations:, Gagne defines the learning of notions as a means of thinking and communication; Tabba suggests 11 key notions which would serve as a basis of a comprehensive programme of social studies beginning with nursery school up to the sixth grade - causality, conflict, cooperation, cultural exchange, difference, mutual dependence, modification, power, social control, tradition and values/. The formation of notions consists of three processes: differenciation of the characteristics of objects and events, groups and labelling. Piagets asserts that the development of notions concerns space and causality and that notions are the basis for transfer into objective world. Welch and Long found that the preschool child could grasp the notion "genes-species relationship" before it was able to express it verbally. Schwab and Stern studied the effects of differences in learning the notions of social studies in preschool children - it is best to teach children only a few fundamental notions. Decroli came to the conclusion on the basis of investigation into teaching the notions of social studies that preschool children were able to create essential notions. Spodek points out that the new method of social studies in curriculum lays emphasis on their kinship with social sciences. He formulates the application of social sciences to the subject-matter of the kindergarten in six points. He stresses the importance of the development of thinking. Dewey extends this requirement by the process of reflective thinking. The teaching of problem-solving will become its basis, as well as knowledge acquisition and judgement formation. The author further formulates the principal objectives of social studies in preschool children and presents a survey of opinions of researchers concerning these objectives. The fundamental social values which should be developed in children is interest in man, freedom and responsibility, importance of democratic decision-making, moral behaviour, respect for security of persons and property and respect for others. The author emphasizes that value education should not be isolated, it must stem from the environment prevailing in the classroom or the family. Another aspect of the programme of social studies and self-concept is socialization /Combs, Swift, Purkey/. It is the decisive factor related to the child´s success at school. Dewey states that the classroom climate represents a microcosmos of the society - the child must comprehend the method of organization of the society and people's dependence on one another. Fröbel asserts that the most effective method of preparation of the preschool child for its future is to meet its natural need of exchanging concrete experience, acquiring notions, communication and interaction with adults. All this contributes to the development of a high quality programme of social studies in the kindergarten.

Hn

6.1 Learning and other psychological aspects

387. BURE, R.: Formirovaniye polozhitelnogo otnosheniya k ucheniyu na zanyatiyakh. /Building up a positive attitude to teaching in occupations./

Doshkolnoye vospitaniye, 1978, No.10, pp.33-39.

Occupations constitute the fundamental form of teaching in nursery school. It is important to create such an atmosphere and conditions as would generate in the children happiness, the wish to be active, to go to school. One of these conditions is to maintain for the whole time of the occupation a positive emotional atmosphere. This should be facilitated by the preparation for the occupation. All the teacher's explanations, comments, corrections of wrong behaviour or activities of the children must maintain an implication of a positive attitude to children, manifest trust and at the same time evaluate the positive aspects of their activities. The teacher evaluates not only the results of the children's activities, but especially their attitudes to the set assignments. In this way, the children will become aware of what it means to behave correctly and to be active during the occupation, which is an important factor of preparation for school education. Thus, the teacher forms in the children a positive attitude to activities linked with overcoming obstacles and the children will learn the joy of achievement. This will encourage them to try to follow the teacher's instructions attentively and thus to achieve positive results. Creativity and initiative are developed in this way, as well as a positive attitude to learning.

These theoretical considerations are supplemented by practical examples.

Fo

388. EDELBROCK, C.- SUGAWARA, A.I.: Acquisition of Sex-Typed Preferences in Preschool-Aged Children.

Developmental Psychology, 14, 1978, No.6, pp.614-623. 1 fig., 5 tables, 24 refs.

The objective of this investigation was to test a method of identification of the acquisition of sex-typed preferences in preschool children. This method

is based on the selection of pictures depicting typical male and female activities and objects of these activities; it is used to identify sex-typed preferences and simultaneously also to identify the circumstances of these preferences.
The survey was conducted with 119 children at the ages between three to five years; it consisted of five partial investigations. It was found that the boys preferred the male role more in pictures with children´s figures than in pictures with adult figures; the opposite applied to the girls and their preferences of the female role. The boys gave a more marked preference to the male role than the girls did to the female role, but only in pictures with children´s figures. The girls were more conscious of the male role than the boys of the female role. The girls also expressed more often their own concept of the female role which differed from the conventional concept of the female role by as defined adults.

Od

389. FREUND, B.: So helfen Sie beim Lesen-lernen. /How to help with the learning of reading./
Spielen und lernen, 1978, No.1, pp.60-61.

The authoress mentions several possibilities for the parents to help their children in the initial learning of reading, without interfering with the work of school and taking over its didactic objectives. She gives advice to parents to read with their children those articles that have already been read at school, to ask the children to tell them the contents, for knowledge of content facilitates reading. Parents should let the children look up words they cannot read in the text, not to read them for the children. Similarly, children can, in the form of play, look up letters and syllables in the text which they learned at school, which will enable their optical reinforcement.

In the authoress's opinion, regular five to ten minutes a day will be sufficient; they should be moments of joint entertainment rather than learning. Even at the time when the child learns to read on its own, the parents should still read for it, thus encouraging the child's interest in independent reading.

In conclusion, the authoress states that in her opinion it is not necessary to start teaching reading at pre-school age and to use special techniques to develop reading skills. A normal healthy child will cope with reading at the beginning of school attendance very well provided both school and its family will extend to the child individualized help.

Op

390,GRIEP, C. - COLLIN, E.S.: Interdimensional Transfer of an Ordinal Solution Strategy.

Developmental Psychology,14, 1978, No.4, pp. 437-438.
4 refs.

The objective of this investigation was to find whether six-year old children are able to transfer the strategy of task-solving of selecting an ordinal element from a set of elements graded in one dimension to the task to select an ordinal element from a set of elements graded in another dimension. These two dimensions were the magnitude and clearance of elements. The children were first trained on a set of elements graded in one dimension; subsequently, their interdimensional transfer of a prepared solution to a set of elements graded in another dimension was checked. The experiments were conducted with 48 children six years old. The children were divided into three groups with different methods of training: the 1st group solved the task of selecting an ordinal element via demonstration of the final element of the series and errors were corrected; the second group solved the task on their own and received only feedback as to the correctness of solution; the third group was left completely on their own. The results show that best transfer was achieved by the first group; the second and third groups did not significantly differ. It follows that six-year old children are able, with suitable training, of interdimensional transfer of an ordinal solution strategy.

Od

391. GROSS, D.W.: Implementing Alternative in Learning.

Childhood Education, 54, 1978, No.4, pp. 167-168.

The authoress deals with the problem of reorganization of pre-school education and the first grade of primary school in the sense of supplementing the subject-matter by optional activities /creative writing, classroom cooking, environmental excursions, taking care of living creatures, artistic dancing, transfer of musical experiences into artistic expression, etc./. All these activities should: 1. be aimed at active learning from concrete experience; 2. be aimed at symbolization of experience through sensory means. According to Rousseau, Fröbel, Whitehead, Dewey, Piaget and Mitchell, these two criteria should become the foundation of permanent education.

The basic needs of every child are adquate nutrition, health care, rest, good health, positive emotional relationship with parents and other people. To meet these basic needs, the child must acquire a command of abstract skills; these are primarily acquired as a result of personally experienced interaction with the surrounding world. The authoress points out that every child feels the need of active movement, need of using concrete material, need of symbolic play and creative language activities. For that reason, it is necessary to include into the tutoring of young children five-minute breaks in the form of physical education sessions, in the form of musical education at the piano, art education, and the like. The authoress suggests to reorganize school curricula from the angle of the children's natural needs so as to facilitate the children's active participation in school life. The future school life should become an organic part of a broader community in which the child's development is closely linked with the development of the society.

Hn

392. Játékos matematika az óvodában. /Mathematics as play in nursery school./

Budapest, 1976, Sokaz., p.122.

393. KOCH, J.: Fázové stavy u kojence. /Infant phasic states./

Děti a my, 8, 1978, No.3, pp.12-14.

The behaviour of infants and toddlers is markedly dependent on inner states which are continuously changing. Such state of the central nervous system is optimal where the intensity of response is in agreement with the intensity of stimulus. In a single exaltation phase a general intensification of responses takes place. In the counterbalancing phase of intensified excitability both weak and strong stimuli generate responses of the same intensity. It is easiest to educate children whose central nervous system finds itself most often in the optimal functional state.

Ku

394. KRUSE, F.A.: Was lernt das Kind im Mutterleib ? /What does the baby learn in its mother's body ?/

Spielen und lernen, 1978, No.3, pp.8-13.

The author of the article, who is the co-founding member of the International Society for Prenatal Psychology, presents a survey of the existing state of information concerning prenatal life.

In spite of the difficult conditions of objective investigation of prenatal life, some important discoveries have been made lately concerning its regularities and laws

which can have direct consequences for the infant's life after birth.

It was found in the filed of motor development that the baby will "learn" some movements from the movement rhythm of the mother, both in the positive and negative sense /defensive movement responses/. In this respect, the movement routine of the pregnant woman plays an important role. It was also discovered that in the prenatal period there already exists a considerable hearing sensibility and reactibility to stimuli. From the sixth month, the baby is sensible both to inner sounds /pulse/ and outside sounds /mother's voice whose resonance is felt by the baby/. For that reason, immediately after birth and later on these familiar sounds are capable of pacifying the infant /pressing it to one's cheat, talking to it/. It is a remarkable fact that the mothers of many famous musicians were singers /for example, both wives of J. S. Bach, whose sons became excellent musicians/.

Experiments also found sensibility to mother biorhythm; it is possible to assume that the rhythm of sleep and wakefulness after birth will depend on mother rhythms during pregnancy /problems with sleep and wakefulness in infants occur most often if their mothers used to work on shifts during pregnancy/.

Op

395. MAKEDONSZKA, Sz.: *A gyermekämegismerő tevékenységének fejlesztése at ovodában.* /Developing children's cognitive activities in nursery school./
Óvodai Nevelés, 31, 1978, No.5, pp.194-196.

The author discusses mental qualities facilitating the development of child cognitive activites. The new "Programme" lays emphasis on activizing attention, thinking, memory, imagination, overcoming of difficulties and obstacles. The cognitive process requires the use of intellectual abilities, thinking and manifestation of interest in the object of learning. The author further discusses the following aspects of developing children's cognitive activities in nursery school: close contact between instruction and life, combination of theory and practice, independent observation, serious approach to child development questions, forms and methods of implementation of the above requirements.

Ml

396. **SEEFELDT, G.:** Social Studies for the Preschool Primary Child.

Columbus, Charles E. Merrill 1977. 355 pages.
Reviewed by: WEAVER, V.P.: Childhood Education, 54, 1978, No.3, p.143.

The book presents suggestions how to implement programmes of social studies for preschool primary children. It is especially designed for nursery school teachers.

Hn

397. **WEININGER, O.:** Play, Education and Evaluation.

Early Childhood Education, 10, 1978, No.2, pp. 12-20.
2 photographs, 6 refs.

The author, professor of applied psychology in Toronto, discusses in his paper the unity of child learning and teaching. He bases his considerations on the objectives of the curriculum characterized by B. Biber and describes the road he himself has taken to implement them. He found that the classical form of teaching when the teacher presents the material to the children is not effective. For that reason, the author has chosen educational processes in keeping with child age, based on children's play. He regulated the children's play activities so as to fulfil the curriculum objectives. For that purpose, the classrooms had to be newly equipped so as to offer to the children numerous and diverse stimuli for their activities. The author devotes a lot of attention to the evaluation of the achievements of the teaching process; he takes notice of the quality of children's experience, social adaptation, visual, audial and motor skills, creative aptitudes, expression skills, attention, abstraction abilities, abilities of solving problems, emotional stability, interest in books and printed word and ability to read.

In the conclusion of his inspiring paper, the author puts forward the requirement that the results of observation should serve to raise the effectiveness of teacher work.

Mi

398. YANG, R.N. - MOSS, H.A.: Neonatal Precursors of Infant Behaviour.

Developmental Psychology, 14, 1978, No.6, pp. 607-613.
4 tables, 15 refs.

The experiment was designed to find whether there existed developmental continuity between neonatal behaviour and behaviour of three-month old infants. Ninety-two newly borns were investigated two days after birth and later on, ninety days after birth. Vegetative functions were registered in the newly borns and their typical behaviour was observed. Factor analysis was used to determine three major factors from the data obtained. At the age of three months, infants were observed for twelve hours in their family environment. Here again, the data obtained were subjected to factor analysis which found different factors for boys and different factors for girls /three factors for either sex/. When the factors of the newly borns were correlated with those of the boys and girls of three months, positive correlation appeared only in the boys between physical maturity of the newly borns and active behaviour of the boys of three months. As for the girls, no significant correlation was found. The findings are interpreted in the sense that endogenous factors affect boys strongly, whereas girls are more susceptible to effects of external environment in the first months of their life.

Od

399. **ZOBERMAN, N.:** Représentation sociales du role de l'école maternelle. /Social representation of the role of nursery school./

L'Education Enfantine 1978, No.4, pp.15-16, 3 tables, No.5, pp.17-18, No.6, pp.21-22, No. 7, pp.15-16, No.8, pp.21-22, No.9, pp.21-22.

The authoress, school psychologist, discusses in a series of articles the consequences of nursery school attendance with respect to school achievement. She presents statistical figures of reading achievement of children classified according to three social strata. She investigates the dependence of achievement on the rhythm of learning, geographic environment and class background. In No.5, she deals with the correlation between expected achievement and rhythm of learning in reading. Conclusions are derived from a questionaire completed by parents. In No.6, she tackles the question of demands placed on parents with respect to learning reading. In No.7, she presents characteristics of these requirements in relation to the class status of parents. In No.8, the authoress analyzes the requirements of parents from different social backgrounds in relation to the size of the locality where they live.

In No.9, the authoress summarizes the findings of the survey.

Ni

6.2 Didactic aspects

400. KUNCZAN, I.: Die 15. Tage der Pädagogischen Lesungen. /The 15th Days of pedagogical readings./
Neue Erziehung im Kindergarten, 30, 1978, No. 5, pp.4-6.

The author presents an evaluating report on the course of the 15th year of pedagogical readings on preschool education. He states that altogether 26 papers discussed questions related to speech development, thinking, emotions and volitive qualities, learning one's environment, aesthetic and physical education, play and learning. In twenty cases, these were the works of whole teams. The author further states that the standards of the pedagogical readings are constantly increasing. In conclusion, he points out some organizational questions and comments on the formal aspect of the papers /scope, method of citation, royalties, etc./.

Op

401. OROSZ, K.: Felmérés - ellenőrzés. /Evaluation - supervision./
Óvodai Nevelés, 31, 1978, No.3, pp.103-104.

The author discusses problems related to supervision, evaluation and achievement in the educational process of nursery school.

Poo

6.3 Preparation for school

402. BORICS, J.: Nyílt levél. /An open letter./
Óvodai Nevelés, 31, 1978, No.2, pp.73-74.

This is an open letter addressed to parents of children about to start school. The heading of the letter reads: "You are the wisest child of the nursery school". The author warns parents against premature school preparation of their children /reading, writing, arithmetic/, for this can prove harmful to their subsequent school achievement.

Ml

403. BURGUIERE, E.: La précocité a l'école élémentaire.
/Precosity at elementary school./

L'Education Enfantine, 1978, No.6, pp.15-16.

The author responds to the fact that many parents apply for acceptance of their child to school at five years of age. He presents the data obtained from an extensive questionnaire organized in French nursery schools in the year 1976. He especially points out to the social consequences of children's premature school start which opens gaps between children. Further research into this question is recommended.

Mi

404. BUZÁSI, I.: Szülőknek az uj matematikáról. /Concerning the new mathematics and parents./

Gyermekünk, 29, 1978, No.2, pp.20-21.

The author discusses modernization of mathematics teaching in the light of cooperation between parents and the child in the family and help offered to the child.

Poo

405. LYUBLINSKAYA, A.A. - NEMCHENOK, I.S. - MELEANT, L.Ye.: O podgotovke detey k shkole. /Children's preparation for school./

Nachalnaya shkola, 1978, No.1, pp.27-32.

School start represents an important milestone in child life. Family interests, parent care, simply its whole life is focused on the child's learning, classroom behaviour, its successes and failures. These facts and the new, more demanding, curriculum have given rise to the necessity of children's special preparation for school and successful learning. Yet, the family very often do not understand correctly this preparation, i.e. they usually prepare the child by teaching it to read, write, do arithmetic. Due to the parents' using incorrect methodological processes, however, the child acquires wrong habits. Preparation for school is conceived rather as inner, mental preparation, i.e. the child should look forward to school, to its future fellow pupils and to learning together with others. Some parents attempt to prepare the child for school by extending its horisons /take it to museums, exhibitions, have "scholarly" discourses with the child, and the like/. This is a possible alternative, yet it should not be overdone. The children get the impression that they know all and that they cannot learn anything of interest any more.

The authors of this article further discuss and define what is meant by children's preparation for school, enumerate requirements placed on the child and give detailed instructions to parents how to proceed specifically /also in preparation for specialized subjects/, referring them also to television programmes.

Po

406. Hatévesek. /Six-year olds./

Szolnok megyei Néplap, 29, 1978, p.5.

The article discusses questions related to testing school maturity - preparedness for obligatory school attendance.

Poo

407. KEŘKOVÁ, A.: Jak připravit dítě pro školu. /How to prepare the child for school./

Děti a my, 8, 1978, No.2, pp.10-12.

One of the objectives of preschool education is to prepare the child well for school. In addition to physical preparation, mental - especially intellectual, social and working preparation is no less important. The most significant component of preparation for school work is the establishment of a positive attitude to school and learning. Regular supervision and evaluation of the child's activities are very effective.

Ku

408. KOLÁRIK, K.: Možnosti ovplyvňovat vývin dieťaťa na začiatku školskej dochádzky. /Possibilities of influencing child development at the beginning of school attendance./

Jednotná škola, 30, 1978, No.6, pp.540-556.

School start and beginning of systematic and purposeful education place new, higher demands on every indvidual. It is particularly necessary to defend the child against failure and difficulties in school work. An important role in this preparation is played by nursery school with its everyday routine of systematic educational work. When the child starts school, the consequences of inadequate preparedness are usually put to rights by extra lessons. The author also reports on the possibility of using problem teaching at the beginning of school attendance.

Ku

409. KRÁLÍČKOVÁ, M.: Spolupráce materskej školy s prvým ročníkom základnej školy. /Cooperation between nursery school and the first grade of primary school./

Predškolská výchova, 32, 1977/78, No.5, pp.129-132. 1 photograph, 1 fig.

The authoress presents her experience with cooperation of both types of school situated in the same building. The transition of children from nursery to primary school is affected by several factors: socio-emotional, aesthetic, mental, pedagogical. Cooperation between both types of school is designed to eliminate negative aspects and to develop the positive ones. The plan of cooperation contains the following: 1. ideo-political part /joint ideo-political education of the staff/, 2. pedagogical part /learning the other school's curriculum, mutual visitations of the teachers, visits of the nursery school children in primary school and after-school-facilities, joint commemorations of anniversaries and important events/, 3. economic part /joint decoration of the building, protection of public property, economical operation, environmental control, perfecting the activities of the Parent-Teacher Associations/.

Fo

410. KURBATOVA, R.A.: Mai tendenciák az óvodai nevelés fejlődésében és a gyermekek előkészítése az iskolára. /Második rész./ /Contemporary trends in the development of nursery school education and preparation of children for school attendance. Part II./

Óvodai Nevelés, 31, 1978, No.6, pp.227-230.

This is a paper by the Head of the department of preschool education of the ministry of school education of the U.S.S.R. on contemporary situation in this field. It analyzes and emphasizes the need to establish a close relationship between nursery and primary school. It analyzes the existing situation and points out to problems which should be tackled and respected. Primary school teachers should take notice of the knowledge pupils had already acquired in nursery school and to use it as a basis to build upon it further knowledge. Both nursery and primary school teachers should learn the other school's curriculum. Emphasis is laid on developing the children's emotional and intellectual qualities, as well as their personalities, since they are decisive for coping with the material of not only primary, but also secondary school.

Ml

411. LANGMEIER, J.: Jak připravit dítě pro školu. /How to prepare the child for school./

Déti a my, 8, 1978, No.3, pp.10-12.

The second part of this article deals with the mental development of the preschool child. Every healthy child is active, inquiring, enterprising and creative. Initiative as a permanent personality trait is formed and reinforced most in the preschooler's play. The child's greater independence and development of its autonomy are affected at preschool age primarily by the child's joint activities together with other children. Towards the end of the preschool period, apart from play the child should also start carrying out some work activities; adults should help to organize them for the child.

Ku

412. LYUBLINSKAYA, A.A. - NEMCHENOK, I.S. - MELEANT, L.E.: O podgotovke detey k shkole. /On children's preparation for school./

Nachalnaya shkola, 1978, No.1, pp.27-32.

School start represents an important moment in child life. All activities of the school pupil become subordinated to the needs of the school. For that reason, the parents should properly prepare the child for school. The main objective is the child's mental preparedness for school and learning. It is very important for the child to know that certain objectives in life can be attained through learning. The child should also learn to differentiate between the essential and the insubstantial in the teacher's explanation. The pupils' minds must be developed and independent formulation of phrases required. The rules of correct social behaviour should not be omitted, either. Leningrad television presented a special series designed primarily for children that do not attend nursery school. The series was also followed with interest by parents and teachers. Its aim was especially to teach children how to think and solve given tasks. The team of television workers are working on a new series devoted to the problems of school start.

Ku

413. MAJDÁKOVÁ, R.: Spolupráce materskej a základnej školy pri príprave detí na vstup do školy. /Cooperation between nursery and primary school in children's preparation for school start./

Predškolská výchova, 32, 1977/78, No.9, p.264.

This is a report on cooperation between nursery and primary school as carried out throughout the school year. In October, the nursery school teacher checked the children's preparedness for school. First graders of primary school were invited to the Christmas party organized by nursery school. A pedagogical meeting was held in January, also attended by a primary school teacher, to discuss the methodology of the children's preparation for school in the second half of the school year.

The primary school teacher visited the nursery school to meet her future pupils. The nursery school teachers pointed out those children who would need special attention.

Po

414. NIKOLOV, P.: *Az óvodás gyerekek iskolára előkészítésének helyzete és problémái.* /Problems of preschool children's preparation for school attendance./

Óvodai Nevelés, *31*, 1978, No.5, pp.183-187.

This is the paper delivered by the deputy ministry of school education of Bulgaria at the 8th international seminar. The following are the principal ideas discussed in his paper: preschool age represents the most intensive phase in man's psychophysical development. The family cannot provide a high standard of necessary conditions for an all-round development of child personality. Preschool institutions constitute an integral part of the system of school education. The completion of secondary school education depends on high quality preschool education. The characteristics of the nursery school system in Bulgaria.

The deputy minister also dealt with the results and trends of children's preparation for school attendance, their theoretical and practical problems.

Ml

415. NIKITINA, R.: Sistema rukovodstva trudovim vospitaniyem detey v sverdlovskoy oblasti.
/The system of administering children's working education in Sverdlovsk region./

Doshkolnoye vospitaniye, 1978, No.12, pp.25-26.

A coordination council has been active in Sverdlovsk for three years; its objective is to provide continuity between the work of nursery and primary school. Annual conferences of nursery school teachers and teachers of junior classes of primary school are organized to discuss some specific questions of education and teaching. The last conference dealt with working education.

Po

416. NOVÁK, V.: Vytváříme aktivní vztah dětí ke škole.
/Fostering in children an active attitude to school./

Učitelské noviny, 28/81, 1978, No.18, p.5.

The author, headmaster of primary school in Dolní Němčí, reports on methods used at his school to facilitate a smooth transition of nursery school children to primary school, thus securing the children's active attitude to school.

Hn

417. PAVLAČKOVÁ, M.: Specifika učení dětí v přípravném oddělení. /The specific features of teaching children in preparatory classes./

Predškolská výchova, 32, No.6, pp.160-163.
14 refs.

Positive results in preparatory classes are achieved due to the teacher´s qualified efforts as well as the family efforts guided by the teacher. Teaching in preparatory classes has its specific features and typical differences. In the preparatory phase, when interest must be induced and the children´s preceding practical experience retrieved, the teacher of the preparatory classes cannot avail herself of such possibilities as exist in nursery school. For that reason, she must persuade the parents into cooperation so as to be able to develop and enrich the children´s knowledge.

In the following phase of teaching, it is possible to start with the building up and reinforcement of new knowledge, ideas and skills. Their reinforcement is indispensable so that they may become permanent. This is why the teacher must inform parents on the course of the teaching and educational work and to set homework to her pupils. The teacher uses test-sheets to evaluate the results of educational work.

Po

418. PETROVA, E.: A gyermek szociális-erkölcsi felkészítése az iskolára. /Children's social and moral preparation for school./
Óvodai Nevelés, 31, 1978, No.5, pp.191-194.

The paper is of a theoretical and methodological nature. The principal determining factors of achievement are social and moral stimuli.
The cognitive process, i.e. intellectual activities, is not sufficient for school achievement, it should be supplemented by a number of personality qualities of a social and moral nature. Active behaviour, independence shape the personality of an individual. The feeling of responsibility is strong in successful individuals and vice versa. Subject and environment mutually influence one another. Nursery school affects the development of child personality through social education, play and activities. The socio-moral education of an individual is implemented in different forms and activities of the community. In conclusion, the authoress suggests how to create positive atmosphere and conditions for successful activities in this field of work with children.

Ml

419. WIĘCKOWSKI, R.: Wychowanie przedszkolne jako podstawa pracy dydaktyczno-wychowawczej w klasach początkowych. /Preschool education as the foundation of didactic-educational work in junior classes of primary school./

Ruch pedagogiczny, 20, 1978, No.3, pp.278-288.

The gradual extension of preschool education was launched in Poland in the year 1977 so as to involve also six-year old children. This entails the problem of modification of preschool education so as to facilitate a smooth transition over to the junior classes of primary school. Work in these classes is based on the standards of knowledge, aptitudes and skills children will bring over from preschool education. The author discusses in detail these standards.

Bu

420. WOGATZKI, R.: Ist Ihr Kind schulreif ? /Ix your child mature enough for school ?/

Spielen und lernen, 1978, No.2, pp.8-11.

The author of this article, school psychologist in Hanover, defines the notion school maturity and describes the methods of its identification.

The child can be considered mature for school attendance when its general development has reached such a level as to be able to meet school requirements. For that reason, the evaluation of school maturity consists of a number of aspects; only some of them can be covered by school maturity tests. He points out the limitations of a one-time test examination which represents only an approximate information source of judgement. He warns against the danger of mixing school maturity tests and intelligence tests. School maturity tests only partially cover intelligence potential, and primarily only for the cognitive sphere, which cannot represent the overall evaluation of the intelligence potential of an individual. In light of the fact that from the 1970s both nursery school and family education demonstrate trends to wards acceleration of mental development and a number of test assignments appear in various forms in public, the achievements of school maturity tests may appear better than would correspond to the actual state of onthogenesis.

The author states in conclusion of his paper that most children of school-going age are able to cope with school requirements provided the methods used in school work respect age and individual specific features of the children and create conditions for gradual adaptation. Often, initial failure is caused by the insensitivity of the childs' immediate surroundings, both at school and in the family. Op

6.4 Teaching aids and technical teaching equipment

421. COROW, H.: Eine Arbeitsgruppe meldet sich zu Wort. /A working group asks for the floor./

Neue Erziehung im Kindergarten, 30, 1978, No.11, pp.20-24.

The working group for traffic education in a nursery school presents a critical survey of material which can be used for traffic education. These are especially the book "Katrin in the street" and "Child guard Pfiffig puts in help". These is didactic material facilitating cooperation between school and family; it can also be used with advantage in nursery school.

Op

422. GRATZ, F.: Állatok világa. /Animal kingdom./ Óvodai Nevelés, 31, 1978, No.7-8, pp.275-278.

This is a description of a teaching aid for environmental education. It met with attention and interest also at the international exhibition of teaching aids and equipment. The author describes in detail the functioning, objectives, content and method of its application. He presents the system of the methodology of acquisition, recovery and reinforcement of knowledge by means of this aid. It consists of tables made up from pictures of animals of five types: 1.Animals, 2. Animal environment, 3. Animal food, 4. Animal usefulness, 5. Various other pictures.

Va

423. Komunikace hluchoněmých. Dorozumívání postižených dětí předškolního věku s okolním světem.
/Communication of the deaf and dumb. Communication of preschool handicapped children with the surrounding environment./

Učební pomůcky ve škole a v osvětě, 1977/78, No. 5, pp.77-78.

This is a report on the new apparatus Voltrax developed by Canadian electrical engineers in the year 1971; it is designed to facilitate speech development and the teaching of preschool deaf and dumb children. The apparatus consists of visual symbols and an optical synthetiser. There are 256 symbols for the same number of words. The symbols are in agreement with the child's vocabulary. 512 notions can be expressed by associating two symbols.
The selection of the relevant symbol is announced by a small red light signal in the respective field. If it is a combination of two symbols,

the red light blinks. The words selected by the child are transferred through a microphone to a typing machine of a teleprinter type which prints them out. The apparatus has a memory or records the result of an idea. In the opposite procedure, the teacher will say a word and the respective picture corresponding to the child's vocabulary will be lighted on the apparatus. A written instruction can also be transformed into symbols and a text selected by the child can be transmitted into a loudspeaker. The apparatus can be applied to teaching the alphabet, digits and essential arithmetic.

Hn

424. Moskva - Brno - Budapešť. Studexpo "77".
/Moscow - Brno - Budapest. Studexpo "77"./

Učební pomůcky ve škole a v osvětě, 1977/78, No. 6, pp.82-91.
38 figs.

The article presents extensive information on international cooperation in the field of theory, development, manufacture and trade especially in the sphere of the material equipment of schools. An impetus for developing cooperation was given at the conference of the ministries of school education of the socialist countries in Varna in the year 1972; preparatory meetings were held in Prague and in Brno; they culminated by the first international conference and exhibition in Moscow in 1973, entitled "Shkolnoye oborudovaniye" /school equipment/. The exhibition in Brno entitled "Schola nova" in 1975 continued the development of international cooperation and the third international exhibition "Studexpo 77" was held in Budapest on 19th-25th October 1977 together with a conference on questions of international cooperation in the field of the theory of teaching aids and equipment and its further development. The Soviet display presented modern school television sets, tape recorders, portable and stationary video tape recorders. In the section on specialized laboratories for individual school types, attention focused on furniture for nursery school and first classes of primary school which is practically indestructible. Hungary displayed complete equipment of specialized laboratories, a school audiovisual centre and a number of specialized equipment. The equipment designed for nursery school was represented by interesting furniture, toys and construction sets, including aids for teaching the set theory. The Bulgarian exhibition was full of colours and clever layout. In addition to routine aids, Bulgaria displayed very interesting aids for nursery school. As

regards the Polish exhibition, the concept of equipment for nursery school was in agreement with other displayers. G.D.R. and Yugoslavia did not exhibit aids for nursery school.
The Czechoslovak display presented an integral system of teaching aids for individual grades and types of school, beginning with toys for nursery school up to examples of construction sets for individual subjects including the use of modern didactic technology. The display of toys and aids for nursery school was supplemented by colour school programmes transmitted by the Czechoslovak television. Other countries were represented by well-known firms, such as Leyhold, Tótring, Fischer. Another exhibition will be organized in three years´ time in Poznan.

Fn

425. Obrázková mozaika - dopravní prostředky. /Pictorial mosaic - modes of transport./

Učební pomůcky ve škole a v osvětě, 1977/78, No. 5, p.30.
1 fig.

This teaching aid is designed for traffic education in nursery school to practise the attention and abilities of a longer-time concentration of four-year old children. It consists of five pictures with traffic topics cut into regular segments and five instructional pictures. Individual pictures are designated on the back so as to make it easy to find which segment belongs to which picture. Children put the pictures together from the segments according to a pattern or the drawing and shape.

Hn

426. Soubor figurek pro množiny. /A set of figures for sets./
Učební pomůcky ve škole a v osvětě, 1977/78, No. 5, p.30.
1 fig.

The figures are designed as teaching aids to develop mathematical ideas and logical thinking in nursery school and preparatory classes of nursery school; they are based on the comprehension and differentiation of qualities /shape, colour of hair, three colours of garments/. The number of figures is in agreement with the combination of all qualities.

Hn

427. STEHLÍKOVÁ, B.: Malé zastavení na cestě za novým českým slabikářem. /A small reflexion on the road to a new Czech primer./

Estetická výchova, 1977/78, No.7, pp.172-173.

Aleš's primer was one of the first Czech school textbooks developed at the time of the culmination of national revival efforts; another was Kašpar's primer developed before the First World War. The former, designed as children's first guide to the surroudning world, combined popular and national aspects. The primer by Adolf Kašpar was in keeping with new pedagogical methods and reflected the efforts of that time to develop illustrated books for children. Today, when the primer does not represent the child's first book any more, since picture books are children's companions from earliest age, the question of the aesthetic effects of illustrations has assumed primary importance with respect to school textbooks. The aesthetic principle has also become the major principle in the development of the latest primer by the illustrator Ota Janeček.

Ku

7. CARE OF HEALTH AND PHYSICAL EDUCATION

428. BOURGEOIS, J.M. - MALVAUX, B.: L'obesité chez l'enfant. /Child obesity./

L'Enfant 1978, No.1,pp.17-31.
28 refs.

This is a specialised study of the Belgian paediatrician and dietetician dealing with the definition of obesity, its incidence, causes, diagnostics, its development and forecasts and finally its treatment. The author states that obesity is a common disease in the western countries with long-term consequences: it is in a direct correlation to arteriosclerosis and life expectancy. Its treatment is difficult. Prevention is of a primary importance in this respect, beginning at an early age. This prevention should be provided by the family; it repreesents a general raising of the standards of human hygiene.

Mi

429. BÖTTCHER, B. - KIESS, CH. - KIESS, E.: Praktische Erfahrungen bei der Anwendung der Sauna als Prophylaxe im Vorschulalter. /Practical experience with using the sauna as prophylaxis at preschool age./

Medizin und Sport, 18, 1978, No.10, pp.294-297.

The authors present their practical experience with using the sauna for children, as obtained in the course of three years. The maing task in preparing the children's visit of the sauna is the perfect organisation of the central planning of the whole event. A precise division of assignments and determination of responsibilities with respect to all persons involved constitute a basis for the founding of a children's sauna. The authors also discuss economic relations and efficiency in using this facility.

To

430. BUCHARD, E.: Pszichoszexuális nevelés az óvodában. /Psychosexual education in kindergarten./

Óvodai Nevelés, 31, 1978, No.3, pp.104-107.

The author critically analyzes the papers as published in the preceding issues of the journal discussing the above subject. The author refutes some attitudes and stands and presents arguments in favour of his theories based on scientific findings. He appreciates the extensive discussion opened on the pages of the journal which contributes to the clarification of many unexplained and problematic questions existing in this field.

Wl

431. MELIN, I.B.: Barn på sjukhus. /A child in hospital./
Förskolan, 51, 1978, No.5, pp.14-15.
1 fig.

Research into play therapy has been conducted in Karoline Hospital since 1973. The efforts to create a pleasant and natural environment for children have met with a positive response. The nurses in investigated children's wards undergo a special training; educators are present as well. They all attempt to maintain a very close cooperation with the parents. The children are very positively affected if they can be taken or driven out, visited by their parents. As regards Norway, a similar project exists there, only it is older and more extensive. A book has been written dealing with the influence of hospital on children.

Hai

432. MARKOVA, A.: Izsledovatelski podkhod pri ustanovyavane fizicheskoto razvitie na deteata. /Research methods of determining the physical development of children./

Preduchilishtno vazpitanie, 26, 1978, No.5,pp. 39-44.
3 tables, 1 photograph.

The authoress of this article, after having carried out a detailed analysis of research into the physical fitness of children, has arrived at the conclusion that specific research activities have confirmed the theory of the very positive influence of physical education with systematic work. The children then do not become tired even when requirements become harder. These experiments are designed to determine how to approach indvividual children and how to raise the resilience of the children's organism. As regards the raising of the standards of work in this respect, it is necessary for the pedagogical staff to focus their attention on the intellectualization of work related to physical education. Kr

433. **MÉHES, V.:** Néhany gondolat a "Mennyit mondjunk el nekik ?" vitához. /Some reflexions on the discussion on "How much should we tell them?"/

Óvodai Nevelés, 31, 1978, No.1, pp.24-25.

This is a contribution to the discussion on sexual education. The authoress expresses her views and attitude to the above topic. She analyses in detail some essential questions which have been discussed before. She believes in the principle of "basically answering all questions of the child in accordance with the ~~actual~~ natural laws". The birth of a new human being is not of a sexual nature. The answers should not put the child off asking more questions. The child's curiosity in this respect at preschool age is not of a sexual, rather intellectual character. The authoress stresses that the society should attempt to achieve such a situation where it will not be necessary to explain these questions any more, for explanations are necessary only where darkness prevails.

Ml

434. TARASOVA, L.: Radi zdorovya rebyonka. /For the children's health./

Doshkolnoye vospitaniye, 1978, No.12, pp.61-62.

This is a report on the joint meeting of the Academy of the medical sciences of the U.S.S.R and the Academy of the pedagogical sciences of the U.S.S.R. The objective of the meeting was to prepare a long-term programme of scientific research oriented on the reinforcement of the health of preschool children and their harmonious development. In the last decade, children's length increased by 2-3 cm on the average. Indices of the physical development of children growing up in families and in children's facilities do not basically differ, sometimes they are higher in children from preschool facilities.

The morbidity rate of children represents a big problem, especially at the time of adaptation to the facility. A scientifically grounded system of measures to be taken to reduce children's morbidity rate must be developed. It is expected that paediatrists will become involved in the first place.

Forty percent children under seven years of age go to children's facilities in the U.S.S.R. As regards industrial centres, 80-90% first graders used to go to kindergarten.

Many of these children have defective eyesight and wrong body posture. Measures must be developed to create the optimum conditions for organizing the life and education of children going to preschool facilities.

The programme of educational work is being consistently tested and perfected. A special attention is devoted to a comprehensive survey concerning the development of the locomotive activities of children, questions of children's fatigue and the working capabilities of child organism, forming the emotional sphere of children, determination of the psychophysiological capabilities of children in individual age phases. Another problem is constituted by the admissible physical and mental stress level during occupations in nursery school, problems of child mental hygiene, hygiene of intellectual activities and emotional states of young children.

On criticising the theories of artificial acceleration of child development, academician Zaporozhets pointed out the pedagogical concept of enrichment, reinforcement of child development designed to investigate under what conditions and at what age new knowledge is acquired best and in the most effective manner and new physiological functions develop. D.V. Elkonin discussed the importance of play with respect to the building up of children's positive emotional states.

His paper was followed by a presentation dealing with the individual methods of play therapy.

Po

435. Zdorovye i vospitaniye detey doshkolnogo vozrasta. /Health and education of preschool children./ Sovetskaya pedagogika, 1978, No.11, pp.25-48.

A joint meeting was held of the General Assembly of the Academy of medical and pedagogical sciences in Gorki in September 1978. It was convened to discuss the standards of care of health and perfection of education of preschool children. It was attended by prominent scholars who delivered a number of papers, such as "Care of the health of preschool children in the U.S.S.R.", "Concerning the development of social preschool education in the U.S.S.R.", "The role played by preschool education in the forming of harmoniously developed personality", "Contemporary problems related to the hygiene of preschool children", "Factors of external environment and the health of preschool children", "Hygienic requirements placed on the buildings and premises of preschool facilities", "Concerning the role of play in the education of preschool children", "Questions of children's adaptation in transition from creche to kinderagarten" and a number of others. Abstracts of every paper are included in the article.

Po

436. ZMANOVSKIY, Yu.: Rastit zdorovimi. /So that they may grow up healthy./

Doshkolnoye vospitaniye, 1978, No.6, pp.7-11.

The author bases his considerations on the definition of the World Health Organisation and describes methods how to provide optimum health of children under the conditions of nursery school. These are: systematic observation of the daily routine; locomotive activities of children which precondition not only the growth of organism, but also its mental development; staying out in the open; creative activities designed to induce in children the need of working activities; affective emotions; becoming hardy; correct nutrition. All these requirements are formulated in the programme of educational work for nursery school.

Po

7.1 Nutrition

437. **ŘÍČAN, P.:** Roste vám rovně ? /Does your child grow straight ?/

Rodina a škola, 25, 1978, No.9, p.6.

The author discusses in his article educational mistakeswhich may damage the healthy mental development of children. It is especially feeding which constitutes great problems of mother care, i.e. how to eat and keep oneself and one's cup clean. Rather than trying to achieve success "at any price", it is important to achieve the child's self-confidence and not to disturb the affective relationship between the child and its mother.

Ku

438. **ŠTĚPÁNOVÁ, P.:** Metodika a technika krmení. /The methodology and technique of feeding./

Predškolská výchova, 32, 1977/78, No.12, pp. 337-341.

Feeding gratifies both the biological and mental needs of the infant. Even thought it repeats daily, it should not become a routine, rather it should become for the infant the source of pleasant and encouraging experiences. This requires from the nurse the ability of empathy, good will to put up with the infant's capabilities and patience. The person who feeds the infant should do this with full involvement and a personal approach to every individual infant. The authoress describes in detail the methodology of feeding infants using a bottle, sppon, drinking from a cup, giving the infant solid food. Simultaneously, the infant's initiative should be encouraged, as well as its cooperation. Daily repeated feeding offers the opportunity of an all-round stimulation of the infant, beginning with motor development, via developing its senses and cognitive abilities, speech and affective sphere up to the desired result, i.e. to eat independently and cleanly.

Po

7.2 Motor development and physical exercise

439. BERDYCHOVÁ, J.: Pohybový rozvoj. /Motor development./

Rodina a škola, 25, 1978, No.10, p.6.

The motor and physical preparation of the child before school start is very important.

The parents should foster in their children under six years of age a positive attitude to water, to develop their motor abilities, running, jumping and to practice ready responses.

Ku

440. BISSIG, V. - FIRMIN, F.: Zur Bewegungserziehung im Kindergarten. /Concerning locomotive education in nursery school./

Der Schweizerische Kindergarten, 68, 1978, No. 7/8, pp.337-347.
3 photographs, 3 figs.

The quality of locomotive education in nursery school depends on the teacher. It is desirable that the teachers' further education in the field of locomotive education should be promoted by the Swiss Association of Physical Education Teachers and the Association of Nursery School Teachers.

Child motor development involves several phases: 1. imitation, 2. manipulation, 3. precision, 4. coordination, 5. automation.

Cooperation with parents in the field of locomotive education should be promoted especially by means of joint excursions with parents, founding playgrounds for children, teaching various sports /swimming, skiing, skating/ and the like.

The nursery school should have available a spacious room for gymnastics and exercise, as well as a playground and lawn; it should have the right to use a gymnasium, swimming pool, have a possibility of organizing trips in the surrounding environment.

Fifteen, or at the most twenty children should go to one class in nursery school. The content of locomotive education should be the following: to prepare children for future life in the society, to encourage purposefully the mental and physical development of children, to encourage the children's independent development, the learning of one's own body and surrounding space and time dimensions.

The physiological loading in exercise should not exceed approximately 60% of the children's physical capabilities.

Fo

441. BLOCK, S.D.: Me and I'm Great: Physical Education for Children Three Through Eight.

Minneapolis, Burgess Publishing Co. 1976. 223 pages.
Reviewed by: CHURCH, K.R.: Childhood Education, 54, 1978, No.6, pp.317-318.

The book deals with specific locomotive

404

activities designed for preschool children. The authoress presents the motor and social characteristics of preschool children and carries out an analysis of their relationship to the programmes of physical education. She pays attention to perceptive motor learning and cognitive development. She presents instructions how to develop rhythmic and physical preparedness, how to practice adroitness, describes some locomotive games, relay-race activities designed for different ages.

Hn

443. ČEPČIANSKÁ, E.: Hodina pro děti předškolního věku. /A lesson for preschool children./
Základní a rekreační tělesná výchova, 23, 1978, No.11, pp.3-4.

The authoress presents an example of a physical education lesson for preschool children.

To

444. DESY, A.: L'éducation psychomotorice a l'age des apprentissage scolaires. /Psychomotor education at school-going age./
L'École Maternelle Belge 1978, No.3, pp.99-105.

In his practically oriented article the author bases his considerations on the general objective of the education and tasks of nursery school. He analyzes those potential qualities which should be developed in preschool children. He points out the importance of a systematic psychomotor development of children realized both in the children's spontaneous play activities and in controlled lessons. The author presents an example of a controlled lesson and analyses it from the viewpoint of the content and educational tasks.

Mi

445. Education motorice et rythmique. /Motor and rhythmic education./

L'École Maternelle Française, 1978, No.7, pp. 17-32.

The paper contains eleven model lessons from musical-locomotive education of children in three age groups in kindergarten. The individual lessons, in addition to indicating the place, time and didactic material used, describe in detail the objectives and course of occupations and suggest the pedagogical aids to be used /songs, records, games/. This material has been tested in various kindergartens in Southern France. The survey was designed to answer the question how to guide preschool children so that they might, by means of movement and through movement, realise their environment with respect to perception of space, time and their own body in natural stimulating situations of real life in kindergarten.

Mi

446. GALLAHUE, D.L. - LUEDKE, G.C. - WERNER, P.H.: A Conceptual Motor Approach to Moving and Learning.

New York, John Wiley and Sons 1975. 423 pages.
Reviewed by: CHURCH, K.R.: Childhood Education, 54, 1978, No.6, pp.317-318.

The book is focused on the progressive phases of motor development. It contains an analysis of the suggestions of motor activities designed for the middle and higher grade of primary school as well as for nursery school.

Hn

447. HAŇÁKOVÁ, V.: Okresní jeslový seminář na téma "Tělesná výchova". /District creche seminar to discuss the topic "Physical education"./

Zdravotnická pracovnice, 29, 1978, No.3, pp.133-136.
1 photograph.

This is a report on the district seminar supplemented by demonstrations of work with children. Four demonstrations of exercise with older toddlers were presented, i.e. age groups between 24 - 36 months. Eight toddlers were in each group. The article describes in detail all four occupations demonstrated.

Fo

448. YERMAK, N.: Organizatsiya fizkulturnogo dosuga. /Organisation of activities with physical education content./

Doshkolnoye vospitaniye, 1978, No.6, pp.25-32.

Motor aptitudes acquired by children in various activities should be used with advantage in different locomotive situations and in games. The following activities can be carried out:
1. independent physical exercise and games stemming from the children's own initiative; motor habits become reinforced during these activities and organisational aptitudes are formed.
The teacher encourages these games, provides the children with necessary equipment and aids. The authoress presents some examples of locomotive games which can be conducted by the children on their own; 2. parties with a physical educational programme. The authoress presents methodological instructions how to organize such events on a

playground, in a meadow, in water /a swimming pool/, in the wood; 3. festivals with a physical educational programme; both their programme and organization are of a festive character. All these methods constitute a system of measures facilitating the assessment of the children's acquisition of the curriculum requirements and their abilities to use them in practical life.

Fo

449. KÁRNÍKOVÁ, B.: Vztah pohybového vývoje dětí k některým vývojovým ukazatelům. /The correlation between children's motor development and some developmental factors./

Teorie a praxe tělesné výchovy, 26, 1978, No.6, pp. 365-371.
3 figs., 14 refs.

It is generally recognized that the character of environment may affect the development of an individual. Since environmental factors are interlinked, the authoress has decided to investigate whether the complex of the essential factors prevailing in towns and villages affects differently the development of children; and whether there exist reasons for the correlation between the level of motor development and several other developmental factors.

To

450. KELSO, J.A.S. - NORMAN, P.E.: Motor Scheme Formation in Children.

Developmental Psychology, 14, 1978, No.2, pp.153-156.
1 table, 7 refs.

It stems from Schmidt's theory of the motor scheme and its application to movement learning that the practising of movements under variable conditions leads to the scheme formation which subsequently facilitates to create new movements under new conditions. This hypothesis was gradually tested with the group of 36 boys and girls at the ages between 2.4 to 4.0 years. In training experiments, children learned to set in motion a component moving on a guiding rod so that it should stop of its own accord in a pre-set position. While one group practised these movements under the conditions of altering the target positions, the other group practised them under the conditions of a single permanent target position. When control experiments were conducted to investigate the transfer of the trained aptitude, it was found that the group trained under variable conditions achieved under the new conditions a significantly better performance than the group trained under constant conditions, or the control group which did not undergo any previous training. Training under variable conditions, in agreement with the initial hypothesis, facilitates the formation of a motor scheme also applicable to new conditions.

Od

451. Team of teachers: Skúsenosti s pospartakiádnej aktivity. /Experience with post-Spartakiad activities./

Predškolská výchova, 32, 1977/78, No.9, p.267. 2 photographs.

The authors describe their experience with organizing exercises of parents with children. They practise in the municipal gymnasium hall. Every lesson consists of six parts: musical locomotive exercise on gymnastic apparatus, relaxation games and conditioning exercise for parents. Not only mothers are interested, fathers come as well.

Po

452. KUČERA, M.: Qualitative Veränderungen der bipedalen Lokomotion bei Kinder als ein Faktor des Entwicklungsverlaufes. /Qualitative changes in children's bipedal locomotion as a factor of individual developmental phases./

Medizin und Sport, 18, 1978, No.8, pp.244-247.

Running constitutes an essential motion for most sports. For that reason, the author considers necessary to deal with the quality of running in the practice of physical education medicine from the earliest age. A number of factors contribute to the development of running. They facilitate to predict the motor development of children and to determine the best and most suitable kind of sport for a particular child to engage in the long run. The paper contains an analysis of qualitative changes in the bipedal locomotion of young children.

To

453. LOHMAN, J.: Zur Entwicklung motorischer Fähigkeiten. /Concerning the development of motor aptitudes./

Neue Erziehung im Kindergarten, 30, 1978, No. 7-8, pp.12-16.
11 figs., 11 refs.

The author deals first with the acquisiton of motor skills in children in general and with the development of individual motor skills, such as strength, speed, endurance and general reactibility in particular. He describes exercises to practise coordination and a number of exercises and games to develop those motor skills which are documented by instructive photographs. He devotes a special section to the sense of rhythm and rhythmic exercises.

Op

454. MIGLIOTTI, M.B.: *La psicomotoricita favorisce la conoscenza.* /Psychomotor development positively affects cognitive development./
Scuola materna, 65, 1978, No.15, pp.1014-1015.

The authoress investigates child motor development as a precondition of intellectual development - the child's acquisition of experience about itself, its environment. She points out that it is not conceptual learning, rather movement or lack of movement which constitutes the most important tools of learning. The definition of this problem is outside the scope of school activities yet teachers' experience contributes to the development of the theory of psychology.

Hoff

455. MUISCHENEEK-HOFFMANN, S.: Bewegungs - und Geschikslichkeitsspiele. /Locomotive games and games developing skilfulness./

Der Schweizerische Kindergarten, 68, 1978, No.11, pp. 481-483.
1 fig.

Children use various objects in play. As regards locomotive play, it is the body itself and its motor skills that constitute the object of play. Specific lcomotive games correspond to every age stage. Their scope and variability depend on stimuli, environment, the stimulating or suppressive behaviour of adults.

Play with one's hands, graspoing, rolling over prevail in the first year of life. In the second and third years of life, the child explores space by means of movement. The articulation of space positively affects the development of movements, as well as the quality of the floor /wood, carpet, tiles/; it stimulates varied movements. This is why even in the garden there should be together paths and lawn, tiles, water, sand; all this stimulates movement better than a uniform area. Stairs, too, will stimulate locomotive play.

With increasing age, the range of movements extends and their execution becomes more accurate.

Fo

456. OSZTECKY, T.: A testnevelési foglalkozások megfigyelésének általános szempontjai. /A general approach to physical education./

Óvodai Nevelés, 31, 1978, No.3, pp.101-103.

The author discusses a teacher's preparation for physical education classes. The Programme of educational work should be taken into account when drawing up the plan of preparation, as well as the environment.

Ml

457. POTKHINA, N.: Podvizhniye igri detey. /Children's locomotive play./

Doshkolnoye vospitaniye, 1978, No.6, pp.16-19.

It is especially locomotive play in which the child will acquire the skill of being able to solve independently unexpected locomotive tasks. This play guides the child towards behaving in the most rational manner. Every locomotive game contains a specific locomotive assignment; the child tackles it either by trial and error or by purposeful activities. The authoress describes the behaviour of children in locomotive play and suggests how to gradually guide children towards grasping a particular assignment and choosing the optimum solution.

Po

458. SAWICKA, A.: *Szesciolatki poznaja swoja Oitczyzne.* /Six-year old children learn about their country./

Wychowanie w Przedszkolu, 31, 1978, No.7/8, pp. 364-368.
4 photographs.

A children's home teacher describes her experience with organizing environmental trips.

Bu

459. SHCHERBAKOVA, M.: *Podvizhniye igri v nravstvennom vospitanii detey.* /Locomotive play and moral education of children./

Doshkolnoye vospitaniye, 1978, No.8, pp.31-33.

Locomotive play positively affects and stimulates children's activity and mental composure is the source of positive emotional experiences. Their positive role lies not only in the fact that it develops children's movement, their imagination and impressions of the surrounding world; with correct guidance, valuable moral qualities, such as courage, friendship, collectivism, discipline, will be formed in children. The authoress further describes locomotive games with rules which are designed to influence significantly the forming of moral qualities in children.

Fo

460. VAVILOVA, Ye.: Osobennosti bega detey. /Characteristic features of children's running./

Doshkolnoye vospitaniye, 1978, No.6, pp.20-25.

The ability to run quickly is very important for the child. The methods of running vary due to different movement techniques. The authoress uses tables with explanatory texts to describe different types of running.

The use of different techniques of running improves the physical preparedness of children and contributes to a better performance of all their organs.

Fo

7.3 Hygiene and health care aspects; daily routine

461. BELOSTOTSKAYA, Ye. - GMLUSHEVA, A.: O profilaktike blizorukosti. /Concerning the prophylaxis of short-sightedness./

Doshkolnoye vospitaniye, 1978, No.10, pp.94-97.

Attention should be paid to all measures designed to strengthen children's health to prevent short-sightedness, i.e. correct lighting, correct distance of the eye /30 cm/ from the observed object, which requires furniture adapted to the child's length; activities involving eyesight should be alternated with such activities which do not require concentration of eyesight. Frequent and long television watching negatively affects eyesight. Preschool children should only watch programmes for children and not more than twice or three times per week. They should sit at least two metres from the television screen.

Fo

462. BODE, U.: Eigentlich ganz selbstverstandlich. /Actually, it should be a matter of fact./ Spielen und lerner, 1978, No.9, pp.18-20.

The article published in the fourth issue of the journal dealing with the possibility of parents staying together with their child in hospital met with an extraordinary response and gave rise to many new topics for discussion. One of them is the experience from a children's clinic in Hamburg where parents' visits are allowed daily between 2-6 p.m. A voluntary association is also active at that time and provides care of the other children in a special playroom within the hospital. Thirty-five women alternate on duty here, from the ranks of parents and members of the committee "Child in Hospital". This initiative draws upon the many years' experience of Great Britain.

Op

463. BURCHARD, E.: Psichosexuális nevelés az óvodában.
/Psychosexual education in nursery school./
Óvodai Nevelés, 11, 1978, No.3, pp.104-107.

The author discusses the role of psychosexual education in the activities of nursery school and its educational process.

Poo

464. GNEUSHEVA, A.: Normalnoye-li zreniye u rebyonka ?
/Is the child's eyesight normal ?/
Doshkolnoye vospitaniye, 1978, No.7, pp.93-95.

The visual analyzer fulfils five functions: sensitivity to light, central vision, peripheral vision, colour and binocular vision. The individual functions develop gradually. The author describes how these functions develop and gives instructions, especially to parents, how to check whether they develop normally. Medical examination of eyesight should be carried out in the sixth month of life, in three years and before the child starts school.

Po

465. KVOJKA, F. - MÜNCH, M.: Óvodas gyermekek zajterhelése. /Noise stress in preschool children./
Óvodai Nevelés, 31, 1978, No.10, pp.389-392.
1 table.

Noise has become a detrimental phemomenon of modern life and noise emissions tend to increase. A noisy environment is harmful to parents and the more so to children at the ages between three to six years. A pleasant atmosphere of environment also positively affects education. A survey of the noise level was carried out in nine nursery schools in Budapest. Its results are summarized in tables included in the article. With the increasing numbers of children the noise level increases too. Noise bears noise. It is therefore recommended to reduce the number of children in individual classrooms.

Va

466. LISTROVAYA, V.: Ob organizatsii meditsinskogo obsluzhivaniya detey v doshkolnikh uchrezhdeniyakh. /Organization of health care in preschool facilities./
Doshkolnoye vospitaniye, 1978, No.4, pp.44-47.

About nine thousand paediatricians and more than 160 000 paramedical workers look after the health of children in preschool facilities. Children's clinics have departments responsible for the medico-preventive care of children going to preschool facilities. The authoress describes the content and frequency of medical examinations carried out by specialists in cooperation with the doctor of a facility at the beginning of the child's stay in the preschool facility and then regularly every year. The examination in the fifth year of the child's life consists of a complete inspection of the child's health condition and, if necessary, a treatment is prescribed. The examination at six years of age is carried out by a paediatrician, an ophthalmologist, a stomatologist and if necessary, also by other specialists. The certificate of the child's health condition, together with a recommendation to what problems attention should be paid, is submitted to primary school.

Fo

467. MACUROVÁ, E.: Práca detskej sestry na materskej škole. /The work of paediatric nurse in nursery school./

Zdravotnická pracovnice, 28, 1978, No.10, pp. 613-616.
2 photographs.

The authoress describes the work of a

paediatric nurse in the district of Žilina. This is especially work involved in regular medical examinations of children, as well as informative and inspection visits of nursery schools, including health education.

Fo

468. MECHEVA, A.: Sasdavane na kulturno-khigienni navitsi u detsata ot parva grupa. /The building up of cultural-hygienic habits in children in junior groups./
Preduchilishtno vazpitanie 26, 1978, No.1, pp. 13-17.
1 photograph..

The main objective in building up cultural-hygienic habits is to observe the requirements of personal and social hygiene. It is also necessary to teach children to eat on their own and to keep clean. The children must form a collective in which they will be thoughtful and polite to each other. Children should get used to regularly put away toys and construction sets after play. Of a great importance is independent dressing and undressing and putting away one's clothes. As regards the high quality of behaviour, it is necessary to teach the children to talk quietly, to open and close doors without making too much noise, to look after the cleanliness of their classrooms and to handle their toys with care.

Sv

469. MONNE, G.: Les dents de lait. /Primary dentition./

L'Education Enfantine, 1978, No.4, pp.11-12.

The author of this article, dental surgeon, develops the idea that dental hygiene should start at an early age. He presents data on the very extensive incidence of carries. The author points out to the consequences of incorrect care of primary dentition and outlines the main principles of prophylaxis.

Mi

470. PETRISHCHE, I.: O higienicheskikh voprosakh polovogo vospitaniya detey. /Concerning the hygienic questions of children's sexual education./

Doshkolnoye vospitaniye, 1978, No.8, pp.83-87.

Sexual education constitutes a complex of educational activities designed to develop in children positive moral qualities concerning the questions of sex; further it constitutes a socio-hygienic problem related to the health, mood and feelings of individuals, mutual relations in the family.

Sexual education starts in early childhood as hygienic care, prevention of diseases and observation of the child's correct diet. It is necessary to see to it that the child should not find itself in situations where it could feel sexual gratification /tight underwear, long staying in bed/. The psycho-pedagogical component of the problem comes to the foreground at preschool age. The child recognizes differences between the sexes, asks how it was born. This questions manifests the child's curiosity. It is necessary to give truthful answers, not to go into great detail which would encourage further questions; to turn attention to the mother role, for every young one is weak and needs care. This attitude will foster in the child love and respect for its mother.

Fo

471. SAWICKA, A.: Wychowanie zdrowotne dzieci - tematem konferencji w woj. olsztynskim. /Health education of children - topic of the conference convened in Olsztyn District./
Wychowanie w Przedszkolu, 31, 1978, No.9, pp. 441-445.
8 photographs, 4 refs.

This is a report on the conference; it

contains the text of a game played by one educator with six-year olds, whose content was the preparation of various kinds of vegetables for cooking and also the papers delivered by individual medical workers, including data on the health condition of children in various village schools.

Bu

472. SCHAAF, G.: Nicht alleine im Krankenhaus./Not to be alone in hospital./

Spielen und lernen, 1978, No.4, pp.6-12.

The authoress of this article is a mother who, after her negative experience with her child staying in hospital where it was cured on the one hand, yet mentally deprived on the other, chose the possibility of staying in hospital together with her other child when it had to undergo a surgery even at the price of a substantial increase in the costs. She thus confirms the conviction of a number of paediatricians /especially in Great Britain/ that the parent's presence in hospital when the child is being treated substantially facilitates the treatment. She describes how she had prepared the child for hospital /using books specially published for this purpose entitled "I'm going to hospital" and "Ole is going to hospital"/. From the psychological point of view, this form of cooperation of parents and doctors is indisputable. On the other hand, the authoress points out that it is also very expensive /32 to 78.60 DM per day/ and it is allowed only by private hospitals and only a few public ones.

The authoress believes that it would be in the interests of children to find a way how to involve more medical workers in this method of treatment of child patients and to cover the costs of mothers staying in hospital from the governmental budget. The authoress probably does not know the system of hospital nursery schools which is an established institution in Czechoslovakia and constitues an interesting and progressive contribution to the solution of the problem discussed in her article.

Op

473. STRNAD, S.: Péče o zdraví předškoláka. /Care of the preschooler's health./
Děti a my, 8, 1978, No.2, pp.13-15.

The child's good health condition is the first and fundamental prerequisite of educational work. It is especially important to look after personal hygiene and correct nutrition. Sleep is also very important for children's health. The best prevention against diseases caused by catching a cold is becoming hardy, which is achieved by adequate clothing, staying outdoors, swimming and sauna.

Ku

474. SZWALKIEWICZ, O.: Zadania oświaty i słuźby zdorowia w zapewnianiu prawidłowego rozwohju dzieci. /The objectives of public education and health care services tó provide children's positive development./

Wychowanie w Przedszkolu ,31, 1978, No.9, pp. 445-447.

The authoress describes the plan of activities for the period 1975-1990, jointly prepared by the ministry of health care and the ministry of school education. It consists of specific organizational measures to be taken in schools to provide a higher standard of care and prevention with respect to the pupils' health as well as of health care education and publicity primarily focused on the family.

Bu

475. TUSZYŃSKA-CHECHLACZ, B.: *Zadanie i koncepcja opieki zdrowotnej w przedszkolu.* /The objective and concept of health care in preschool facilities./
Wychowanie w Przedszkolu, 31,1978, No.9, pp. 421-424.

This is an interview with Dr.S. Radiukiewicz, deputy director of the department of health care and rehabilitation of the ministry of health care. His answer to the question how the new reform of the system of school edducation reflected in preschool education with respect to health care was that it was primarily the unification of health care which, in the past, had been divided between the doctor who looked after children's health and the district doctor who took care of the ill. Now both these offices are joined in children's centres which employ a pediatrician. There are still some personnel and organizational problems. The general condition of children's health is good,some diseases have been completely eliminated; what remains to be tackled are diseases of the respiratory apparatus and accidents.

Bu

476. ZMANOVSKIY, Yu. - TEREKHOVA, N. - BOGINA, T.: Rezhim - vazhneyshiy faktor ukrepleniya zdorovya rebyonka. /Daily routine - the most important factor in the care of children's health./

Doshkolnoye vospitaniye, 1978, No.7, pp.56-63.

When planning the daily routine, it is necessary to take into account the age-related functional characteristics and physiological laws of the processes of the growth and development of the organism. The relationship between sleep and wakefulness plays a specially important role. The authors present in detail the findings of the latest research into sleep.

A well-planned daily routine should consists of both physical and mental involvement on a positive emotional basis. It is necessary to alternate activities and relaxation, regular and nourishing diet, restful sleep, daily walks, procedures of becoming hardy, adequate physical and mental work. An important role is ascribed to the methodology and quality of execution of the individual components of the daily routine which should be closely interconnected.

The scientific research institute of pre-school education investigated the effect of the daily routine on the health condition, working capabilities and fatigue of children in middle and preparatory groups. Positive effects were found there where occupations were conducted in an interesting manner, where the children had enough opportunity of movement. Insufficient physical and mental loading, too short walks, lack of movement activity in the afternoon in another group negatively affected factors of the nervous system and the system of blood circulation. The researchers carried out comparisons of the functional states of physiological systems, physical development and health condition in groups where educational work was conducted according to an experimental curriculum including the teaching of reading and mathematics. These groups also demonstrated a higher level and growth rate of indices designating working capabilities as compared with groups where the current curriculum was used.

A serious problem is caused by the fact that during the weekend and holidays the recommended routine is not observed in the family. The children usually sleep less, spend less time in the open air, move less.

The further development of the optimum daily routine providing the positive development of preschool children will require an integral investigation of the functional and mental characteristics of the child, its organism, taking into account individual biological rhythms.

Fo

430

7.4 Becoming hardy

477. RAJMAN, K.: Zkušenosti s tělesnou výchovou v jeslích Severočeského kraje. /Experience with physical education in the creches in the North Bohemian region./

Československá pediatrie, 33, 1978, No.1, pp.44-45.

The author reports on the physical education of the youngest children, focusing his attention on various organizational forms of physical education activities /morning exercise, physical education occupations, physical education session/ and the question of becoming hardy. Consistent efforts are devoted in all creches in the North Bohemian industrial region to the children's becoming hardy, which is achieved by the following measures: 1. essential rules /adequate clothing and room temperature, regular staying outdoors/, 2. massaging with a face-cloth soaked in tepid water, 3. taking showers, 4. going to a sauna, 5. several days' staying in nature. Going to sauna, as practised by 700 creche children in the year 1976, has proved an effective means of reducing the morbidity rate.

Mi

478. STRÍŽOVÁ, A.: Prvý krok k otužovaniu dětí v jasliach. /The first step of creche children becoming hardy./

Predškolská výchova, 33, 1978/79, No.4, pp.117.
1 photograph.

The authoress reports on creche children becoming hardy by taking showers and changing the temperature of water. The children started by massaging their bodies with face-cloths and gradually reducing the temperature of water. Their parents were asked to carry on during weekends and holidays.

Fo

479. VARGA, G.: Három év nyereség. /The benefit of three years./

Nepsport, 34, 1978, p.5.

The author discusses the question of swimming in nursery school and its position in physical education and nursery school education in general.

Poo

7.5 Education towards safety

480. O bezpieczeństwo dzieci na drogach i ulicach. /Concerning children's safety on roads and in streets./

Wychowanie w Przedszkolu, 31, 1978, No.6, pp. 321-324.
3 photographs.

This is an interview with an inspector of the the traffic department of the militia headquarters in Warsaw, who reports on some measures taken to provide children's safety in road transport in Poland.

Bu

481. CIHLÁŘOVÁ, V.: Naše dopravní hřiště. /Our traffic playground./

Predškolská výchova, 32, 1977/78, No.8, p.231.
1photograph.

The problem of traffic discipline of children living in the country is a complex one. While children living in towns get used to busy street traffic from earliest age and recognize the necessity of learning the basic rules as a question of survival, village children are less perceptive of the risks of road traffic. They are also affected by the negative example of adults who very often ignore road traffic rules. The authoress, a teacher, describes how parents helped to build a traffic playground in the nursery school garden. Here the children play and simultaneously learn to observe road traffic rules.

Fo

482. FORMANOVÁ, V.: Deset let dopravní výchovy na mateřské škole. /Ten years of traffic education in nursery school./

Učitelské noviny, 28/81, 1978, No.18, p.7.

Traffic education as the most recent component of institutional preschool education constitutes a permanent object of cooperation between the family and nursery school. Cooperation already begins before the child starts going to nursery school. When discussion meetings are organized for the parents of new children, they are advised about the necessity of their children's traffic education, the legal responsibility the parents have against their children with respect to safety. The authoress further reports in her article on the methods of work with parents in children's traffic education, presents a methodological instruction how to guide parents, including a lists of aids for pedagogical publicity among parents and a list of publicity material /special leaflets published by the Board for the safety of road traffic, mass media and the children's magazine "Sluníčko"/. In conclusion, the authoress points out that the traffic education of pre-school children should be conceived both by nursery school, the family and the general public only as preparation for a systematic education continued at school-going age.

Hn

483. YEDZIYEVA, Z.: Vospitivayem peshekhoda. /Education of pedestrians./

Doshkolnoye vospitaniye, 1978, No.10, pp.25-26.

The authoress, a teacher, describes how she planned assignments related to traffic education. Part of the nursery school garden was adapted so as to facilitate the children to test in practice their knowledge of the road traffic rules. Their parents were advised about the importance of traffic education and how they could supplement the nursery school activities.

Fo

484. Közlekedési ismeretek az óvodában. /Traffic education in nursery school./

Fejér megyei Hirlap, 34, 1978, No.21, p.3.

The article discusses the problems related to the teaching of traffic rules in nursery school.

Poo

485. PASEKOVÁ, A.: Branné prvky v mateřské škole. /Elements of military preparedness in nursery school./
Predškolská výchova, 32, 1977/78, No.10, p.297.

The nursery school which has a friendship with a foresters' association organizes every year a trip to the foresters' hunting cabin combined with the fulfilment of the assignments of military preparedness. The latest trip was motivated as a treasure hunt. The children were divided into groups, used marked paths, looked for clues and letters directing them to the prize. They had to overcome natural obstacles on their way. The prize was a pot full of sweets. The children enjoyed the trip. Its main objective, however, was to test the children's military preparedness.

Fo

486. PETRI, W.: Ist Ihr Kind schon fahrradreif ?
/Is your child mature enought to ride a bicycle ?/
Spielen und lernen, 1978, No.7, pp.67-68.

The author, a worker in the field of traffic education, informs on the rules of road traffic for cyclists and also points out to the risks young cyclists are subjected to in road traffic. Even though the decree allows children from ten years to ride a bicycle on their own in the Federal Republic of Germany, the author considers this age relatively unreliable with respect to a consistent observation of the road traffic rules. He also stresses that the skill of independent movement in road traffic is individual and appeals to parents for co-responsibility in traffic education.

Op

487. SEKERÁKOVÁ, K.: Uplatnenie výchovy k dopravnej discipline vo výtvarnej výchove. /Application of elements of traffic education in art education./
Predškolská výchova, 33, 1978/79, No.3, pp.80-82.

These are methodological comments on the execution of some topics from traffic education in drawing, painting, modelling, constructing and the like.

Fo

488. SZALÓKI, L.: Kōzlekedni tanulnak az óvodások. /Nursery school children learn traffic rules./

Kōznevelés, 34, 1978, No.4, p.9.

The author presents his experience with teaching traffic rules in preschool education.

Poo

489. ŠINDELÁŘOVÁ, V.: Výchova brenných prvků. /Education of elements of military preparedness./

Predškolská vycnova, 11, 1978/79, No.1, pp.16-18.

This is the experience of a teacher from a village nursery school. In the village the risks of crossing the road are not so many, yet practically every family has a car and the children drive with their parents. The teacher therefore focused on the teaching of traffic signs, behaviour of the car driver. During walks, the children learned where to cross the road, where to walk when there is no pavement. A traffic policeman came to the nursery school for talks with the children about road traffic. Toward the end of the school year, he brought pictures of Prague, big crossroads and street lights for the children to look through them and to discuss them. The children´s new knowledge reflected in their play.

Fo

491. ŠVIRLOCHOVÁ, T.: Spolupráca s patronátnym vojenskym útvarom. /Cooperation with a patronage military unit./

Predškolská výchova, 32, 1977/78, No.5, pp.144-145.
2 photographs.

The authoress, a teacher, reports on a discussion meeting with soldiers organized by the nursery school.

Fo

7.6 Essentials of sports activities

492. DVOŘÁKOVÁ, J.: Lyžování dětí předškolního věku. /Skiing of preschool children./

Predškolská výchova, 33, 1978/79, No.2, pp.54-55.

The main principles of teaching children to ski are the following: to teach through play, to demonstrate so as to make it easy to repeat the movemen[illegible]o become involved in the play and to focus it on the perfection of the movements.

Fo

493. BRACHAŇOVÁ, H. - KVAPILOVÁ, D.: Sezonní činnosti v zimě - lyžování. /Seasonal activities in winter skiing./

Predškolská výchovam 33, 1978/79, No.3, pp.83-84.

The authors report on their experience from the nursery school in Vrbno pod Pradědem, where the local conditions are favourable for winter sports. They organized a demonstration of skiing instruction for the members of the regional section of physical education. They present in their article the content and methodological process used in six lessons of the skiing instruction of five- to six-year old children.

Po

494. HOCH, M.: Plaváním ke zdárnému vývoji dětí. /Skiing contributes to the positive development of children./

Teorie a praxe tělesné výchovy, 26, 1978, No.4, pp.216-219.

The author analyses the swimming of newly borns and infants.

In comparison with common swimming, their locomotion in water is of a different nature. Movement in water is of no problem to them, on the contrary,

if the water is sufficiently warm, they thoroughly enjoy themselves. The reflexive movements of limbs and very low body density will not allow the infants to drown.
The swimming of infants is a matter of reflexes.

To

495. La nation a l´école maternelle. /Swimming in nursery school./

L´Education Enfantine, 1978, No.9, pp.11-13.

The article reports on the discussion of an interdisciplinary colloquy devoted to the question of the swimming of preschool children.

The concept of swimming means to enable children contact with water, stimulate them to move in water and various activities in water. It does not mean to practise the technique of swimming. Actual swimming of preschool children poses problems related to the teachers´ preparation, cooperation with parents and specially the question of suitable swimming pools.

Mi

496. PUSTINNIKOVA, L.: Kak uchit doshkolnika katatsya na konkakh. /How to teach a preschooler to skate./

Doshkolnoye vospitaniye, 1978, No.2, pp.79-83.

Five- to six- year old children can start to learn skating. In the preparatory season /October to November/, children practise some exercises in the room, such as equilibrium exercises. Later on they learn sliding on the skates, keeping equilibrium on rammed snow and the like. Only after having undergone this training, they will start proper learning in a skating ring. The authoress describes in detail the whole procedure beginning with the simplest exercises. To encourage the children´s interest in skating and enjoyment of movement, various play methods are used. In addition to the method of an ostensive demonstration, the teacher gradually switches over to a verbal explanation. Skating is also made more interesting by elements of competitiveness. In the first place, the children should compete in the accuracy of execution, later on also in speed. The teacher should take into account individual behaviour and differentiate his or her requirements accordingly.

Fo

497. VALÍKOVÁ, D.: My se vody nebojíme. /We are not
afraid of water./
Predškolská výchova, 32, 1977/78, No.9, p.268.
2 photographs.

The authoress reports on her experience with the preparatory swimming training of nursery school children in Krnov. Preschool children have a high adaptability to water, yet the aptitude to reproduce movement has only started to develop. This is why they have to get used to water first where they can make use of their natural movement. When they are able to hold above water, the teacher will start with a systematic improvement of their movements, including breathing. To overcome fright of depth, swimming vests are used. The children will gradually improve their swimming technique and endurance. The following are the achievements of the nursery school in Gorki Street, where the children had undergone preparatory training in the sauna: 13 children swam 2 to 10 metres, nine overcame the limit of 10 metres, two children swam 20 metres and another two were able to swim 25 metres.

Fo

498. VICENOVÁ, J.: Cvičební hodina na sněhu. /A physical training lesson on snow./

Základní a rekreační tělesná výchova, 23, 1978, No.12, p.4.

The authoress presents an example of a physical training lesson on snow. It was planned for 30-40 minutes. Its objective was to get acquainted with snow, tobogganing, becoming hardy and to overcome anxiety. To

499. VRAŇÁKOVÁ, Z.: Představujeme spartakiádní skladby.
/Introducing the Spartakiad compositions./

Základní a rekreační tělesná výchova, 23, 1978,
No.10, p.
3 photographs.

The composition for the youngest pupils is designed for children between 5 to 7 years of age. The authors: Eva Čepčianská, Terézia Karásková, Zora Vraňáková. The music was composed by Bartolomej Urbanec. The composition is 9.05 minutes long. The authoress describes the composition in detail in her article.

To

8. SOCIAL AND EMOTIONAL DEVELOPMENT: ETHICAL EDUCATION

500. EVANS, S.: Moral Development in the Elementary School Child.

Early Childhood Education, 11, 1978, No.2, pp. 34-40.
1 fig., 1 plot, 17 refs.

The authoress discusses in her paper the problem of moral education in nursery and elementary school. She points out to the necessity to re-introduce moral education into nursery and elementary school curricula. The contemporary trends of the society with drug abuse, increasing violence and other negative effects of civilization make it absolutely necessary to integrate moral education in schools. Moral education at school can be defined as formal or incidental teaching of morality or principles of behaviour /Jantz and Fulda, 1975/. Teachers should be aware of the individual stages of moral development or the process of individual experience and growth on the basis of which the child will acquire the aptitude to distinguish between right and wrong and which gradually affects the social behaviour of the individual /Jantz and Fulda 1975/. The authoress summarizes the theories of child moral development by Piaget and Kohlberg. Piaget indentifies two developmental stages in childhood. The child at the age between three to ten years is a "moral realist", it believes that moral codes are fixed /such as the rules of a game/. It does not understand the relativity of moral principles, it only judges behaviour from the point of view of results rather than intention. In the following stage of development /9-12 years/ the child will grasp that the principles are formulated and observed on the basis of social convention. The child will be able to form moral judgement about human behaviour mainly on the basis of a person's intentions, not on the basis of consequences. The preschool and younger child is an egocentric-realist. Later on, it will distinguish betweensubjective and objective opinions. Kohlberg considers human moral development from the viewpoint of John Dewey's philosophy- i.e. a cognitive developmental approach. Kohlberg bases his consideration on three developmental stages of morality as conceived by Dewey and formulates his own theory.

Helen Bee in her book The Developing Child summarizes Kohlberg's theories. Kohlberg recognises three stages of moral development and two substages in each of them. The authoress further analyzes both theories and notices the differences and similarities. She points out to the correlation between the intellectual and moral development of children /children with a low I.Q. coefficient are less morally developed and vice versa/ as well as the socio-economic status of the parents. It is also culture that plays a very important role in moral development. The authoress further deals with the practical application of theories concerning moral education at school. She defines the teacher's role in moral education - he or she should be aware of the individual stages of moral development and approaches to moral education, should be able to cope with the child finding itself in a specific stage of moral development and to recognize the child's abilities and in which sphere he or she should start work. A detailed observation of the child is necessary. Galbraith and Jones /1975/

discussed in their article three approaches to moral education at school:

1. direct educational methods;
2. indirect educational methods;
3. valuing education.

The teacher's main objective should be to inspire his or her pupils to discuss morality. The educational environment in the class should encourage the pupils to a free expression of their views of the moral behaviour of individuals. The paper contains the pattern of a teaching model of moral education and valuing education. The authoress suggests how to teach moral education in individual types of school. The nursery school teacher should focus in moral education on the use of games, books, film, loops, records and tapes with the selection of suitable topics related to moral education. Many of these aids directly call for discussion. A very important role in moral education taught at nursery school is played by art education and role-playing used as teaching methods.

Hn

501. FEKETÉNÉ-GYÖRVÁRI, M.: Egy gyermekotthonbah dolgozó Óvónõ gondolatai az érzelmi neveléserol. /Emotional education viewed from the angle of a teacher in a nursery school-children's home./ Óvodai Nevelés, 31, 1978, No.2, pp.69-72.

The author discusses in his article emotional education and the educational process as implemented in a nursery school children´s home.

Poo

502. HARINEKOVÁ, M.: Vývin osobnosti dieťaťa v prečškolském věku z aspektu jeho základných psychických potrieb. /Child personality development at preschool age viewed from the angle of its essential mental needs./

Predškolská výchova, 33, 1978/79, No.4, pp.97-100.

The child has some specific essential mental needs and their adequate gratification affects its further development. It is primarily its need of love combined with patience, respect for the child, as well as interest. The insufficient gratification of love in the family will hardly be substituted by the creche nurse or the nursery school teacher. A lack of affection in the family usually results in emotional deprivation. It generates in the child negativism, aggressivity as well as insecurity and anxiety.

The basic factor affecting the development of the mental structures at preschool age is the level of stimulation. Lack of stimulation results in the tendency to compensate it by one´s own increased activity or leads to indifference, hospitalism.

Child development depends on what stimuli, in what order and in what age stage become involved. In the first years of life the child does not learn ready-made knowledge, rather it learns to learn. It finds a natural liking for the acquisition of experience and knowledge, it does not mind the efforts this requires and does not want to avoid them. It is mental stimulation of an early age rather than that of the school-going age that will determine the child's intelligence and aptitudes.

Fo

503. KALMÁR, Z.: Kreativitás az óvodásotthonban.
/Creativity in a preschool children's home./
Óvodai Nevelés, 31, 1978, No.3, pp.97-101.

The author discusses the results of an early institutional education and creative abilities of the children.

Ml

504. PILYUGINA, E.: Preduprezhdayte kaprizi malishey.
/Prevent the caprices of the youngest./
Doshkolnoje vospitaniye, 1978, No.11, pp.67-72.

It is not possible to talk of caprices in infants under one year, yet they can originate as early as this age. The child's whims always have their causes; the adults, however, are not always able to recognize them. One of the characteristics of very young children is the dominance of excitability over attenuation. The child's easy excitability causes deviations in its behaviour even with a slight disturbance of its usual routine or needs. The child becomes sulky, bad-tempered, cries, yet it is its well-grounded protest against adult behaviour. The main cause of caprices is wrong education, lack of interest on the part of adults or, on the contrary, their excessive interest and attention which becomes tiresome to the child, restriction of the child's independent activities, ungrounded forbidance, especially in cases where the child is used to being allowed to do anything, and the like.

To prevent the child's caprices, it is necessary to get is energy involved in the correct direction, to guide it so as to let the child carry out activities adequate for its age, to place the same requirements on the child by all the members of the family and to observe all measures resulting in the reinforcement of its nervous system, especially to observe a purposefully planned daily routine.

Fo

505. ROEDELL, W.S. - SLABY, R.G. - HALBERT, B.R.: Social Development in Young Children. A Report for Teacher.

Washington, Department of Health, Education and Welfare 1976. 54 pages.
Reviewed in: Child Education, 34, 1978, No.3, pp.151.

The authors report on the latest finds of the research into the social development and learning of skills in young children.

Hn

506. STEFAN, D.: Regresion. /Regression./
Der Schweizerische Kindergarten, 68, 1978, No.2, pp.90-91.

Regression means a reversion to behaviour which the child has already overcome once in its development and advanced further. It is a normal phenomenon, a certain way of resting, relaxation to accumulate strength again. The child needs an opportunity for regression, yet it also needs understanding on the part of adults that this is a transitory phenomenon which cannot become the object of punishment or ridicule. Regression sometimes lasts only a few hours, a day at the most, very rarely several weeks. In case regressive behaviour lasts longer or repeats, it means that the child cannot itself cope with its development, that it does not get enough support from its environment.

Regression should not be suppressed. As a rule, the child will grasp itself "that it is too big" and that "it cannot do this any more".

Fo

507. SHATALOV, C.: Nravstvennoye vospitaniye detey v doshkolnikh uchreshdeniyakh Lipetskoy oblasti.
/Moral education in the preschool facilities of Lipetsk region./

Doshkolnoye vospitaniye, 1978, No.2, pp.15-18.

The Head of the regional department of popular education evaluates the existing state of development of moral education in preschool facilities. He mentions some facilities where the staff investigate in detail some questions related to moral education, such as how to eliminate the contradiction between the theoretical knowledge of the principles of behaviour and the children's actual behaviour, how to make use of the local revolutionary and working traditions in the children's education, how to get the children acquainted with the personality of V.I.Lenin and the like.

Successes in moral education can only be achieved in cooperation with the family.

The preschool facility staff conduct continuous pedagogical education among parents, organize together with the members of the regional sections of the pedagogical society various series of lectures for parents.

Individual departments of popular education and the Institute for the further education of teachers systematically look after the further specialized development of pedagogical staff. The questions of moral education are integrated in the plans of methodological associations and courses designed to raise qualifications. Visitations in model nursery schools are organized regularly. Independent study is considered of a primary importance with respect to the raising of the professional standards of the pedagogical staff. Every teacher has his or her individual plan of study. The headmistresses of these facilities help their pedagogical staff in choosing the relevant literature, provide consultations, follow how the teacher's study reflects in his or her work. The study is concluded by the elaboration of a paper delivered at a pedagogical meeting or the meeting of the methodological association called the pedagogical reading.

Fo

508. TAKÁCS, E.: Pszichológia a gyakorlatban.
/Psychology in practice./

Budapest, Akadémiai kiadó, 1978, 128 pages.
Reviewed by: VÁRKONYI Zsuzsa: Tájékozottság és kompetencia. Óvodáskorúak személyiséglélektani vizsgálata. /Information and competence. Application of psychology to practical use./
Pedagógiai Szemle, 29, 1979, No.3, pp.207-208.

The author investigated the psychology of child personality at preschool age.

Va

509. VASILYEVA, M.: Zadachi nravstvennogo vospitaniya detey v doshkolnoykh uchrezhdeniyakh v svete resheniy XXV. syezda KSSS. /The objectives of moral education in preschool facilities stemming from the conclusions of the XXVth Congress of the Communist Party of the Soviet Union./

Doshkolnoye vospitaniye, 1978, No.2, pp.8-15.

The Head of the department of preschool education at the ministry of school education of the R.S.F.S.R. recapitulates and evaluates the results achieved in preschool facilities in different spheres of moral education! He enumerates places where the best results were achieved. These achievements depend especially on the teachers' good work. Over 400 000 specialized workers are employed in the preschool facilities of the R.S.F.S.R. Out of this number, seven thousand were awarded the title "An outstanding worker in popular education", 25 000 were awarded an honorary decoration by the ministry of school education and the republic department of trade unions.

The popular education authorities and methodological centres continuously follow the results achieved in moral education; they also provide methodological assistance. Individual institutes responsible for the further education of teachers organize conferences and seminars to discuss various questions related to moral education. They follow and make generally known the experience of the best pedagogical collectives. Pedagogical readings which describe and analyze the results of pedagogical work are regularly held in individual districts, regions and republics. There still remain some questions to be tackled in moral education: serious shortcomings appear in practical experience, such as too formal approach, verbalism, insufficient emotional approach to children, ignorance of the potential and individual features of children, insufficient cooperation with the family. Conclusions should be derived from these shortcomings; more effective methods of influencing the educational work in preschool facilities should be developed to ask from the headmistresses of these facilities that they should evaluate and control the pedagogical activities and offer to all their staff individual methodological assistance.

Fo

510. ZMANOVSKIY, Yu.: Dvigatelnaya aktivnost i zakalivaniye - vedushchiye faktori ukrepleniya zdorovya rebyonka. /Locomotive activity and becoming hardy constitute the major factors in reinforcing the child's health./
Doshkolnoye vospitaniye, 1978, No.8, pp.45-51.

Child behaviour differs from adult behaviour by increased locomotive activity. Locomotive activity creates conditions for enhancing the activities of organs in which metabolism takes place, which in turn enhances the growth of the organism. A direct correlation has been proved between the activities of blood circulation organs and the development of bone muscles. Muscular activities can be realized only with the active participation of the respiratory apparatus. Lack of locomotive activity usually results in the disturbance of the normal development of the major physiological systems. Locomotive activity also affects the condition of the nervous system and finally the intellectual and sensory development of the child. The paper cites authors who point out to the direct correlation between the child's motor and mental development, to the favourable effects of physical loading, for example in running, which results in endurance.

A positive role is played in this respect by walks with increased locomotive activity, an all-year round practising of physical education outdoors and the like.

The programme of educational work also contains some elements of sports games and exercise, cycling, skiing, skating and swimming. Becoming hardy plays a very special role in reinforcing the children's health. It is a complex of measures beginning with correct room temperature and ventilation, correct clothes to wear in the room, outdoors, during exercise, sleep and physical training in the open air and finally some special forms of becoming hardy. Permanent achievements in becoming hardy can only be reached with the active participation of the parents, i.e. they have to carry it out consistently in the family as well.

Fo

8.1 Socialization

511. BURKHARDT, U.: *Erziehung zum Socialen, eine wichtige Aufgabe des Kindergartens.* /Socialization, an important objective of nursery school./

Der Schweizerische Kindergarten, 68, 1978, No.4, pp.158-159.

As compared with comprehensive education school, nursery school has to meet some special objectives. One of the most important goals is child socialization. Nursery school can facilitate the development of a personality that will be able to comply with the requirements of a group without complying with the mass. The preschool child needs company outside the family. It is not easy for a child that was the centre of attention in the family to play together with the other children. Yet, it is amazing how children can educate one another during joint play. A child that learns in play how to choose to find one's place or to comply with somebody else's requirements or, in turn, to take over control if necessary, will be able as an adult to respect the freedom and rights of his fellow citizens.

Fo

512. COX, M.V.: Order of the Acquisition of Perspective-Taking Skills.

Developmental Psychology, **14**, 1978, No.4, pp. 421-422.
1 table, 7 refs.

According to Piaget´s and Inhelder´s investigation, perspective-taking skills are acquired in the following order: at first, the child is able to correctly realize only the location of such an object as is nearest to another person; later on,it will be able to ralize the spatial relationship "in front-in the back" between objects from the point of view of another person and finally, the child will acquire the skill to realize the relationship "right-left" viewed from the angle of another person. The objective of this investigation was to test the expected developmental order by means of experiments in which 60 children at the ages of six, eight and 10 years by means of choosing from pictures determined how the experimenter can see from various positions the spatial arrangement of a set of objects. Basically, the findings confirm Piaget´s and Inhelder´s hypotheses.

Od

513. *Culture and Infancy*. Variations in the Human Experience.
Edited by P.H.Leiderman, S.R. Tulkin, A. Rosenfeld.
New York, Academic Press, Inc. 1977, 615 pages.

The book came out in the series Child Psychology. It is one of the first works dealing with the application of the contemporary research methods of child development on international scale and on interdisciplinary prospects combined with the approaches of psychology, anthropology, sociology and the biological sciences. The book lays emphasis on the strategy of research as a means of encouraging an integrated approach to the future study of child socialization. It contains theoretical forecasts and empirical studies both inside and outside cultures. By demonstrating how socialization manifests itself in different cultural environments with different practices of child care and by having collected data, methods and the theoretical approaches of various disciplines, this book has opened a new road to the comprehension of child care and the process of socialization in its full context and variations.

Hn

513. CYBULSKA, M.: *O dzieciach, które sprawiają trudności.* /On difficult children./
Wychowanie w Przedszkolu, 31,1978,No.9,pp.448-455.

The authoress describes some specific

difficulties which are sometimes experienced with some children at the age of six years - aggressivity, lack of discipline, they begin to shun contact with others, become unmanageable, etc. She also describes the family conditions under which these children live, the opinions of the children´s counsellors concerning these problems, including measures taken by the children´s school in cooperation with their families.

Bu

514. EMLER, N.P.: Children´s Development and Use of Inferences about Intentions and Motives in Moral Judgement.

The British Journal of Educational Psychology, 48, 1978, No.2, pp.201-209.

The sample of 42 children at the ages between five to seven years were tested as to their ability to elaborate the correct causal explanation of a specific event and to judge the intentions and motives of persons involved in the event.
The results indicate that children are able to judge intentions of behaviour rather than motives. And similarly the comparison between causal explanations and moral judgements indicates that children causally explain rather than morally judge. These findings support the theory that

immaturity of moral judgement is a matter of an insufficient link between both methods of explication.

No

515. FRANZINI, L.R. - LITROWKIN, A.J. - BLANCHARD, F.H.: Modelling of Sex-Typed Behaviours: Effects on Boys and Girls.

Developmental Psychology, 14, 1978, No.3, pp. 313-314.
3 refs.

The authors investigated the differences in effects on boys and girls in the modelling of sex-typed behaviour under conditions where these behaviours are modelled only once or several times. Aggressive behaviour was chosen as typically male, expression of love as typically female behaviour. A group of 40 boys and girls /average age 4-7 years/ observed how adults of the same sex as the children modelled either one or four patterns of motor and verbal aggressive behaviour and motor and verbal expression of love in relation to toys. The measure of imitation was either the exact imitation of the behaviour as demonstrated or a response by a similar behaviour. The experimenters also investigated the transfer of imitated behaviour. The findings indicate that in cases where one pattern was modelled, the children respond more often by an exact imitation, whereas in cases where more patterns are modelled the children usually respond by a generalized imitation. Both boys and girls responded aggressively with the same frequency to the demonstration of aggression. As regards transfer, the boys expressed aggression more often than the girls only if one pattern was modelled; on the contrary, the girls expressed more aggression than the boys in cases where more patterns were modelled. When imitating the expression of love and in subsequent transfer, the girls imitated more often the motor rather than the verbal expression of love.

Od

516. GRAZIANO, W.G.: Standards of Fair Play in Same-Age and Mixed-Age Groups of Children.

Developmental Psychology, 14, 1978, No.5, pp. 524-530.
1 table, 19 refs.

Standards of fair play have so far been exclusively investigated only in same-age groups of children. These experiments were based on the hypothesis that younger children use different standards in mixed-age groups of children in comparison with same-age groups of children; it was expected that younger children would in the distribution of rewards among children of mixed age judge by their physical size rather than their performance. In experiments carried out with 96 children at the ages of seven and nine years, the children were asked to distribute rewards between a pair of children each of whom had built a tower from cubes. The pairs of children were presented in a picture and the age, physical size and the children's performance were systematically varied. The findings generally confirmed the hypothesis. In cases where younger children distributed the reward between a pair of mixed-age and mixed-size children then, contrary to older children, they judged by size and age rather than by the performance of the depicted children. If, on the other hand, they distributed the reward between a pair of same-age and same-size children, they mostly judged by their performance.

Od

517. HARRINGTON, D.M. - BLOCK, J.H. - BLOCK, J.: Intolerance of Ambiguity in Preschool Children: Psychometric Considerations, Behavioural Manifestations, and Parental Correlateds.

Developmental Psychology, 14, 1978, No.3, pp. 242-256.
5 tables, 28 refs.

The authors investigated whether intolerance of ambiguity can be confirmed in preschool children, how this feature becomes stable in the course of preschool age and how it correlates to parental behaviour and personality and their interactions with children. They carried out three experiments with preschool children. In the first, 120 children at the ages three-and-a-half and four-and-a-half years old were selected by their teachers on the basis of judgement of intolerance of ambiguity; they were asked to solve five experimental assignments without clearly defined results. In the solution of these ambiguous assignments, many varied manifestations of intolerance of the ambiguity of the assignments appeared. The second experiment was designed to investigate whether intolerance of ambiguity found at the age of three-and-a-half years still pertains in children at the ages of four-and-a-half and seven years.While quite a high correlation was found in both sexes at four-and-a-half years, at seven years it was already lower and applied only to the boys. The third experiment was designed to find how the intolerance of ambiguity as found at three-and-a-half years correlates to parental attitudes to education and their educational practices and also what methods parents use to teach their children. A number of various correlations were found which, however, were primarily dependent on both the parents′ and children′s sexes.

Od

465

518. JEIER, T.: Aus der Traum ? /The end of the dream?/
Spielen und lernen,1978, No.5, p.12.

The author considers problems related to the transition of children from nursery school to the first class of primary school. Relationships are established between individuals and groups in the course of the children's stay in nursery school; they are sometimes unnaturally cut-off with the child's having to go to primary school according to its place of residence. Parents prefer the possibility of continuity of friendships, yet some teachers point out that they result in setting up groups closely knit together, yet standing aside from others, which causes discipline problems. So far, these problems have been solved mostly by individual agreement. Basically, however, it is not necessary to consider whether children should be transferred to the first class in whole groups, for it is at this age that the social adaptability and flexibility of children are so strong that they can be integrated in new groups of peers without any negative consequences. On the contrary, the social experience the child acquires in this way is indispensable for its future development.

Op

519. KRUH, H.: Trzylatky - w polu uwagi. /Three-year olds-in the centre of attention./

Wychowanie w Przedszkolu, 31, 1978, No.9, pp. 424-430.
2 photographs, 2 refs.

The problem of three-year old children starting preschool education is the most complex one, since it constitutes a principal milestone in the life of these children. The teacher plays the major role in this process; work for her should not become a mere routine; she should also have special talents for work with three-year olds. The family, especially mother, also plays a very important role. The child steps outside the family environment for the first time and learns social coexistence, especially with its peers.

Bu

520. LIBEN, L.S.: Perspective-Taking Skills in Young Children: Seeing the World Through Rose-Colored Glasses.

Developmental Psychology, 14, 1978, No.1, pp. 87-92.
2 tables, 1 chart, 9 refs.

The objective of this investigation was to find how the perspective-taking skills in young children develop. A hundred children at the ages three to seven years were asked to solve two experimental assignments: 1. to choose one of the pictures depicting how a specific spatial arrangement of cubes appears to the child and how to the experimenter who sits opposite to the child, 2. to describe how a white card seen through coloured glasses appears to the child itself and the experimenter. As regards the first experiment, the progression of results was found to be in dependence on the children's age; the researchers also investigated the effects of a number of variable perceived objects, such as the number of cubes, symmetrization of their arrangement and their size. The other experiment was much easier so that even relatively very young children were able to describe correctly how they themselves and the experimenter can see a white card looked at through coloured glasses; It was only with three-year old children that a bigger number of egocentric answers was found.

Cd

530. MUSIL, J.: Oblíbenost dětí mateřských škol podle hodnocení jejich učitelek. /Popularity of nursery school children according to their teachers´ judgement./

Psychológia a patopsychológia dieťaťa, 13, 1978, No.3, pp.251-254.
18 ref .

The method of sociometric interview was used to investigate the relationships prevailing between children in the sociometric selective criterion of popularity and dislike. The same characteristics were judged by the teachers of the investigated children.

The author believes that the "sociometric typologization" of children´s groups should be viewed from the angle of developmental psychology.

Val

531. NOLLER, P.: Sex Differences in the Socialization of Affectionate Expression.

Developmental Psychology, 14, 1978, No.3, pp. 317-319.
1 table, 9 refs.

According to the findings of some experiments, the children´s sex has a decisive effect on the children´s learning of social sex-based role-playing, i.e. especially different father treatment of boys and girls. This hypothesis was tested in an experiment designed to find the effects of socialization on the affectionate expression of children at the ages of three to five years. A video-tape recorder was used to record in 78 pairs parent-child the interactions of the parents' taking leave of their children in a day-care facility. 67 children came from complete families; out of these, in 47 children interactions with their mothers were registered, in 20 children with their fathers. The remaining 20 children came from a single-mother-parent family; for that reason only their interactions with mothers were recorded. The recorded interactions were analyzed from the viewpoint of interactions, their duration and number of affective expression of parents. The results indicate that both mothers and fathers from complete families had a higher number of interactions with daughters than sons. While the interactions of fathers and mothers with daughters contained a high amount of affective parental expression, the interactions of father with sons contained a significantly lower amount of this expression. Single mothers had more interactions both with the boys and girls; yet these interactions did not contain more affective expression of the mothers.

Od

532. **RŮŽIČKA, J.:** K problémům adaptace dětí na jesle. /Concerning the problems of children' adaptation to creche./

Predškolská výchova, 33, 1978/79, No.2, pp.48-51.

The author points out to moments appearing in the course of a child's adaptation to creche, including the possibility of deprivation and frustration problems and suggests how to reduce these negative effects significantly and how to distribute them in time. At this age the main risk in separating the child from its mother lies in the retardation of the development of personality structures which constitute the core of self-confidence and trust in the child's environment, readiness for social contact and permanency of established relationships. Viewed from the psychological angle it is most important that the child should establish contact with some of the nurses, transfer part of its interest on her and thus could bear the separation from its mother better. At first, the mother should see to the child's basic needs in the creche herself in the presence of the nurse who should gradually take over from the mother. The child's expression of unhappiness should be considered natural, should be neither suppressed or rejected, let alone punished.

The child's adaptation to creche is a

process consisting of three elements: child, mother, creche nurse. The child's handing over to creche should be the result of cooperation of all three factors.

Fo

533. SMITH, P.K.: A Longitudinal Study of Social Participation in Preschool Children: Solitary and Parallel Play Reexamined.

Developmental Psychology, 14, 1978, No.5, pp. 517-523.
1 chart, 3 tables, 12 refs.

The objective of the investigation was to test the adequacy of M. Parten's categories of social participation. A longitudinal study was conducted; two groups of preschool children were observed for nine months. The findings indicate that the amount of group play increases with age and simultaneously, the amount of solitary play decreases /this category is conceived differently from M. Parten's concept/; the amount of parallel play remained practically without change. It was not found that in the course of development, the children would have gradually switched over from solitary via parallel to group play. The question arises whether solitary play and its frequency is correlated to the degree of social maturity of preschool children. Od

534. SZCEPAŃSKI, J.: Rola rodziny i przedszkola w procesie uspołecznienia dziecka. /The role played by the family and preschool education in the socialization process in children./

Wychowanie w Przedszkolu, 31, 1978, No.2, pp. 59-64.

The Vicepresident of the Polish Academy of Sciences analyzes the socialization process of children which he defines as a process of child development in which the child learns to participate in social life, learns the art of adaptation to collective life, of sensible response to the behaviour of others, learns to evoke desirable responses to its own behaviour and to behave in agreement with customs and cultural models. The family plays a very important role in this respect; preschool education should combine fostering, didactic and educational functions.

Bu

535. VANČUROVÁ, E.: Proti zlozvykům. /Fighting bad habits./

Rodina a škola, 25, 1978, No.4, p.5.

The principle should be to educate and build up correct habits from the earliest age. A wrong stimulus generates a wrong response which is reinforced by repetition into a bad habit . It is, therefore, necessary to ask a question where the roots of the child's bad habit lie and whether the people among which the child lives are able to offer to it correct stimuli for its personality development.

Ku

6.2 Emotions; reward and punishment

535. AGAZZI, A.: Educazione affettiva ed emotiva.
/Affective and emotive education./
Scuola materna, 65, 1978, No.7, pp.435-436.

The author of this study differentiates between the concepts emotion - affection, emotion - emotional states. He points out that a personality is made up from the unity of three spheres; intellectual, emotional and social. The objective of emotive education is to achieve the balance of emotions and emotional state and their manifestations in the life and behaviour of an individual. Undesirable emotions cannot be suppressed or eradicated, rather regulated and controlled. A school which does not educate its pupils to self-control and self-discipline, damages the interests of the society as a whole.

Hoff

537. **ADLER, H.:** In der Welt habt ihr Angst. /You are afraid of the world./

Der Schweizerische Kindergarten, 68, 1978, No.1, pp.28-31.

The author develops the concept of fear and its definitions conceived from the philosophical and psychological angles. He cites especially S. Freud, C. Jaspers, J.P. Sartre, A. Adler, S.G. Jung and E. Neumann.

Po

538. **ANDERSON, N.H. - BUTZIN, C.A.:** Integration Theory Applied to Children's Judgements of Equity.

Developmental Psychology, 14, 1978, No.6, pp. 593-606.
5 charts, 1 table, 36 refs.

The authors investigated how children develop judgements of the just distribution of a total reward between two persons. These were judgements whose formation required the integration of two or more pieces of information into one whole. Three series of experiments were carried out with children at the ages between four to eight years. The results of these experiments did not indicate any significant age differences between the children; even the youngest children were already able of adequate judgements of a just remuneration according to work done, according to needs as well as according to a combination of both. Even four-year old children were able to integrate in their judgements four pieces of information and did not demonstrate any significant tendency to centration which is typical of children in the preoperative stage of mind development. It is assumed that children make use of intuitive cognitive algebra in the integration of information.

Od

539. ANGELOVÁ, R.: Nakazanieto - sredstvo za vyzpitavane na distsiplinirano povedenie. /Punishment - a means of educating self-disciplined behaviour./ Preduchilishtno vazpitanie, 26, 1978, No.5, pp. 15-19.

The authoress of this paper discusses the role of punishment in the education of preschool children. In relation to this question, demanding requirements are placed on the teacher with respect to the knowledge of child psychology in general and a high quality of pedagogical preparation in particular. The teacher should have a command of her voice, gesture, have a loving attitude towards the children. The means and methods used by the teacher to educate children include respect for the child's personality, explanation and clarification, reprimand and control, punishment and encouragement and reward. The authoress further deals with individual types of punishments, primarily punishment-rebuke /disapproving look-frown, a gesture/, verbal punishments /comment, warning, adminition/, up to the harshest punishments admissible in nursery school, such as various prohibitions, deprivation of certain rights and freedoms, banning the possibility of getting a reward, a toy and the like.

Kr

540. BROŽÍKOVÁ, M. - KRAUSOVÁ, A.: Vývin emocionality a včleňovanie se do hry v kolektíve u detí staršieho predškolského věku. /Development of emotionality and integration into collective play in children of older preschool age./
Psychológia a patopsychológia dieťaťa, 13, 1978, No.1, pp.23-41.
8 tables, 6 charts, 18 refs.

The authors investigated emotive bonds of children to their parents at preschool age, the effects of emotive saturation and security in children's integration into collective play with their peers.

Val

541. Az érzelmi nevelés módsere az óvodáskori gyermekek világnézetének formálásában a környezetismereti foglalkozásokban. /Emotive education of nursery school children and the forming of the world outlook in getting acquainted with environment./

Hevesi Muvelod, 1977, No.3, pp.67-73.

The article discusses the important role played by the specialist pedagogical staff of nursery school in the forming of the world outlook and emotive education.

Poo

542. GRIGOROIU, M.: Un instrument de mesure de la maturité émotionelle de l'enfant de 5 à 7 ans. /An instrument of measuring children's emotional maturity at the ages between five to seven years./
Enfance 1978, No.1, pp.53-65.
5 tables, 20 refs.

The research study of the Rumanian authoress summarizes the findings obtained in the field of diagnostics of children's emotional development. This survey facilitates the general definition of the level of children's emotional maturity and the determination of the child's individual profile at the ages between five to seven years. Latest research re-confirms the importance of emotional development for the child's mental hygiene as well as its adaptation to school life.

Mi

543. ITEN, A.: Die Angst der Kinder beim Kasperlispiel. /Children's anxiety in Judy and Punch theatre./ Der Schweizerische Kindergarten, 68, 1978, No.1, pp.15-18.
2 photographs.

The students of a pedagogical school observed children during a puppet theatre performance. This was a fairy table about an evil witch whose spell was broken by Punch. The appearance of the witch caused most anxiety as was obvious from the children's response. As soon as she disappeared the children relaxed, yet asked again for her to reappear. They laughed when she lost her magical force. An interview with the children after the performance indicated that most of them had been afraid of the witch, yet when they were asked to draw their impressions of the tale they mostly drew Punch, i.e. a character that won over evil.

Conclusion; the play generated anxiety in the children, on the other hand its positive ending calmed them down. A prerequisite of overcoming anxiety is a feeling of security in the group. This is why a similar play can only be performed for the children after they have got used to nursery school and their teacher. The children that demonstrate excessive sensitivity to the play, should be given the chance of looking behind the scene or of participating themselves in a performance.

Po

544. Kinderängste - wie verhalte ich mich als Erziehering dazu ? /How should I, as an educator, handle children's anxieties ?/

Der Schweizerische Kindergarten, 68, 1978, No.1, pp.6-10.

This is a paper written by a team of students of a teachers' training institute. All that is unusual and unknown generates anxiety in the child; it feels insecure. This anxiety is often manifested when the child comes to nursery school for the first time. The teachers have known shy children that do not dare to speak; the child must feel understanding and encouragement on the part of the adult. Educators should observe the child well and to get to know it well, for anxiety is manifested differently in individual children. The child should always find security in adults in any situation. Children can get rid of anxiety in task-oriented play where they can experience their problems. If an educator is able to give support to the child in a stress situation, he fosters in it a healthy feeling of self-confidence.

Anxiety can still be intensified by the child's phantasy. The child cannot be absolutely protected against anxiety, yet it is necessary to see to it that it should not dominate. A correct measure of anxiety protects the child against risks.

Po

545. MATĚJČEK, Z.: Umění trestat a odpouštět. /The art of punishing and forgiving./

Děti a my, 8, 1978, No.3, pp.5-7.

The child should experience a feeling of guilt, if a punishment is to have educational consequences; the child should be aware of having done something wrong. Forgiveness constitutes freedom from stress following experienced guilt, it is an act of reconciliation between the child and parents or an educator.

Ku

546. MOORE, S.G. - HENDERSON, B.: Effects of Instructions and Reward Conditions on the Generalization of a Prohibition.

Developmental Psychology, 14, 1978, No.4, pp. 445-446.
3 refs.

The authors investigated the effects of unambiguity or ambiguity of prohibitions and the effects of different reward conditions on the observation of a prohibition. Forty - eight children at the age of four years and forty-eight children at the age of six years were asked to use in building constructions as many as possible cubes of graduated sizes; at the same time, however, they were forbidden to use small cubes once or again large cubes another time. Some children obtained unambiguous information about the size of prohibited cubes, other children obtained only ambiguous information to this effect. And while some children were rewarded for observing the prohibition others were not. The results of these experiments indicate that all the children, regardless of the unambiguity of the prohibition and reward conditions, observed the prohibition not to use cubes of a specific size. The children, however, that were unambiguously informed about the pohibited sizes of cubes and were also being rewarded for the observation of this prohibition, used fewer cubes in building than the other groups of the children.

Od

547. MOSER, C.: Gedanken zu einer angstgreien Führung im Praktikum. /A reflexion upon controlled guidance without anxiety./

Der Schweizerische Kindergarten, 68, 1978, No.1, pp.2-4.

These are reflexions of a teacher of a nursery school teachers training institute. She considers it necessary for the nursery school teacher to create a joyful and stimulating atmosphere in the school. This can be provided only by a teacher positively oriented, with a healthy measure of self-confidence. It is generally recognized that anxiety is a wrong means of education, yet in practical life this principle is often ignored. Many stress situations occur in the preparation of nursery school teachers, for example, every day of acquiring practical experience in a teaching nursery school is assessed by several marks. A nursery school teacher very often finds herself in difficult situations she has to cope with. The authoress therefore points out that as early as in career guidance attention should be paid to the mental stresses nursery school teachers will be subjected to in their future profession.

Po

548. SCHMIDT, T.: Kinderängste in der Erinnerung von Dichtern. /Child anxiety in the recollections of poets./

Der Schweizerische Kindergarten, 68, 1978,
No.1, pp.32-35.
3 photographs.

The whole life and work of the French author Marcel Proust was marked by his childhood experiences of feelings of anxiety before going to bed. He was looking forward to his mother's good night kiss, yet at the same time he was tortured by the knowledge that afterwards he would be alone again.

Franz Kafka, whose works are characterized by feelings of anxiety, inferiority complex and guilt, wrote a letter to his father who, however, only received it after the poet's death.He recalled in the letter how, as a young child, he felt lonely at night and so asked for something to drink. His father picked him up from his bed and let him stand behind the door. Many years later he still suffered from the memory of this event which had become the cause of his feelings of nihilism and pessimism.

Rainer Maria Rilke in his autobiographical novel describes several childhood experiences which had caused his later anxieties and fear.

Po

549. SCHÜTTLER - JANIKULA, K.: "Bärchen" muss immer mit ! /My Teddy Bear must always come with me !/ Spielen und lernen, 1978, No.3, pp.70-72.

A well-known psychologist interprets the nature of an affective relationship the child establishes with a toy made from textile. He asserts that the tactile contact with these toys constitutes a pleasant experience for the child and often even a support in situations when it feels lonely and in danger. Dependence on the toy can sometimes continue up to school-going age, yet it should not become an object of identification and an instrument of symbolic play, yet an important substitute object of social bonds there where the child is emotionally deprived.

Op

550. SMIRNOVA, J.: Othnosheniye detey k pooshchreniyam i poritsaniyam vzrostlogo. /Children's attitudes to adult encouragement and reprimand./

Doshkolnoye vospitaniye, 1978, No.5, pp.51-55.

The authoress reports on an experiment designed to investigate how children of various preschool ages responded to praise and reprimand expressed by adults. For that purpose common children's activities, such as drawing and modelling, were chosen. An adult person set the child a specific assignment. Later, he either praised the result or commented on its shortcomings. Three- to four-year old children became so absorbed in their own activities that they did not pay any special attention to the assessment of the adult. Five- to six-year old children were significantly encouraged by praise, negative comments, however, dampened their interest in the work. Six- to seven-year old children accepted the assessment objectively and tried to give grounds for their mistakes.

It follows from these experiments that verbal assessment is little affective with younger children. Play-based methods should be used instead. Children of middle preschool age are very sensitive to adult assessment; praise should be used with advantage here. As regards the oldest children of this age group, both successes and failures can be objectively assessed.

The findings of the above experiments can also be applied to some other activities.

Po

551. ZMANOVSKIY, Yu. - LUKOYANOV, Yu.: *Emotsii i zdorovye rebyonka.* /Emotions and health of the child./ Doshkolnoye vospitaniye, 1978, No.9, pp.54-60.

The authors explain the physiological basis of emotions, correlation between emotions and the health condition of an individual and suggest and recommend how to organize children's life at preschool age so that their emotional state may positively affect their health and, in the long-run, also the development of their mental and physical qualities.

Po

552. VOLOSOVA, Ye.: Radosti i ohorcheniya samikh malenkikh. /The joys and troubles of the youngest ones./

Doshkolnoye vospitaniye, 1978, No.6, pp.56-58.

Early childhood constitutes a period when the child's emotions can be developed with the best results. Every change in the life situation evokes an emotional response. Observations of children from their birth have demonstrated that gradually with the child's becoming able to control some activities /such as manipulation with objects/, its emotions begin to change too. Whether the child's emotions will be positive or negative depends on how the child gradually acquires individual skills. For that reason, it is necessary to create such conditions for the child as to facilitate a continuous improvement of these activities and an acquisition of new skills and habits.

The author further describes the development of the child's emotional life from its birth up to two years of age.

Fo

8.3 Development of character traits, moral judgement and qualities.

553. BELOVA, Ye.: Prichini otkloneniy v povedenii starshikh doshkolnikov. /The causes of behavioural deviations of older preschool children./

Doshkolnoye vospitaniye, 1978, No.2, pp.27-30.

The authoress reports on an experiment designed to investigate children manifesting negative forms of behaviour, such as obstinacy, defiance, negativism, emotional unstability and the like. The survey was conducted with 30 seven-year old children with significant behavioural problems. It was based on the theory that the child's negative behaviour is the consequence of wrong education and negative adult models. A detailed analysis of these children's behaviour was carried out; the researchers wanted to find its causes and circumstances affecting the children.

A psycho-pedagogical characteristic was elaborated for each child /individual criteria are included in the article/ and the methods of pedagogical correction were suggested.

The analysis of the material collected facilitated to arrive at the conclusion that investigation of the causes of negative behaviour is of a principal pedagogical and psychological importance, for it will facilitate the interpretation of some of the forms of child behaviour and thus to find the suitable methods of pedagogical activities and organization of the life of children both in nursery school and in the family. It should be borne in mind that as a rule, behavioural deviations are usually manifested parallelly on different levels; it is, therefore, necessary to investigate the whole spectrum of all negative circumstances negatively affecting the child's development.

Fo

554. BÖRCZ, J.: Néhány gondolat az állami gondozott gyermekek óvodáskort megelőző időszakáról.
/Some reflexions on the period in children's life before they start going to nursery school administered by the Government./
Óvodai Nevelés, 31, 1978, No.11, pp.430-432.

The author discusses the emotional education of children under three years of age and its consequences for personality development.

Va

490

555. BURE, R.: O nekotorikh voprosakh nravstvennogo vospitaniya. /Concerning some questions of moral education./

Doshkolnoye vospitaniye, 1978, No.3, pp.11-15.

The process of forming moral qualities is much more complex than the learning of individual skills and knowledge. It is an integral process closely connected with the other aspects of education. Today, preschool educators discuss the contradiction between children's knowledge of the principles of behaviour and their actual conduct. The main method conceived to eliminate this contradiction is to organize children's behaviour in various activities, such as in play, work, daily life. The problems, however, are not that easy to solve. The children find it difficult to correct their behaviour ontheir own and they face a complex assignment: to assess the situation, its moral context, to choose an adequate principle of behaviour and a correspodding way of conduct. The authoress illustrates on examples how it is important for an educator to be able to assess the causes of a situation and motives of behaviour to correctly regulate the child's behaviour. The approach of the educator to the children plays here a decisive role, for it is their mutual relationship that constitutes an effective instrument of moral education.

Fo

556. BUNIMOVA, N. - ZAZULYAK, E.: Vospitivayem u detey uvazheniye i lyubov k roditelyam.
/Educating in children respect and love of their parents./

Doshkolnoye vospitaniye, 1978, No.5, pp.65-68.

The authors present their own experience with tackling the above task together with the children's parents. To learn the children's attitudes to their parents, they observed their behaviour when they came and left the nursery school and discussed their parents with the children. When they visited the children's families, they took notice of the mutual relationships between the parents and the children. This helped them to categorize the children into three subgroups: 1. Children that are polite to their parents, obey them, listen attentively to them; 2. children that do not obey their parents from time to time, do not talk to them, are sometimes capricious; 3. children that are naughty, capricious, are rude to their parents. A special attention was devoted to the third group. The teachers visited these families and cooperated with them systematically. They talked with the parents of the second group children and gave them individual advice. The parents of the first group children were asked to talk about their experience with educating their children at joint meetings with the others.

Other useful forms of work with parents is the joint work of parents and children for the nursery school, joint celebrations of festive events, holidays, the children's birthdays. The teachers enabled the children to play at family, i.e. to learn how to express mutually loving attitudes through play.

Po

557. EVANS, S.: Moral Development in the Elementary School Child.

Early Childhood Education, 11, 1978, No.2, pp. 34-40.
1 table, 17 refs.

The authoress responds with her article to the fact that in the last decade Canadian public schools have excluded moral education from their curricula. Yet, the teachers of young children continue to affect the moral development of children and teach them morality. They find support in two theories, i.e. those of Jean Piaget's and Lawrence Kohlberg's. The authoress characterizes both theories and compares their similarities and differences. She presents a pattern of a teaching model for moral education as developed in Alberta. Mi

558. FEDOSEVA, L.: Privichki - pomoshchniki. /Habits help./

Doshkolnoye vospitaniye, 1978, No.3, pp.63-66.

This is an instruction for parents. Habits are formed at an early age when a dynamic stereotype develops in the infant. That is why it is important at this age to observe a purposefully planned daily routine with the child. A bad habit develops in case the education of a correct habit fails. Any form of behaviour is, is fact, a response developed by a repetition of stimuli. Acquired habits quickly fade away with change of conditions. This experience can be used in elimination of bad habits. It is also an explanation of the fact that the child in nursery school very often behaves in a completely different manner than at home. Explanation, praise and the like are also recommended by the authoress to be used in elimination of bad habits in older children. The education of correct habits should be conducted in an interesting way, by making use of the child's activity.

Po

559. FOMINA, M.: God tretiy: "velikoye otritsaniye" i velikaya fantasiya. /The third year: "great negation" and great imagination./

Semya i shkola, 1978, No.2, pp.20-22.
1 photograph.

This is a continuation of a mother´s diary; the first part about infancy was published in the year 1976. Psychologists call the third year of the child´s age a critical year, for the child begins to realize its "I-ness" and wants to behave according to its own will. A tactless approach by adults and their bad temper may generate in the child still more negative attitudes. A mother presents specific examples to show how she managed to tackle conflicting situations by making use of the child´s imagination and play methods.

Fo

560. KELMER, O. - STEIN, A.: Mensch, hab´ich´ne Wut im Bauch. /Aren´t I fuming, folks./

Spielen und lernen, 1978, No.7, pp.8-13.

West German psychologists who investigate aggressivity point out to the risks of suppressing aggressivity through education to self-control at any price. They state that the educational practices of the family and school which make the child suppress external manifestations of anger, fury and aggressivity can negatively influence the child to the effect that the bottled-up emotions will either completely break the child's personality or result in hypocritical malice. People who have been forced to self-control since very early age are usually passively obedient and little critical.

The authors believe that these manifestations can, on the other hand, have positive effects on development; rather than to suppress, it is better to learn how to relieve the stress they generate by rational means. They mention several rules useful in giving vent to these emotions without negative consequences. In the first place, it is important for a person to learn to recognize these emotions himself or herself and to become aware of them. An individual should also be able to admit to oneself these emotions and not to pretend they do not exist. This attitude will enable to define their causes and localize them so as not to transfer them to other spheres and into other objects. And finally, it is important to learn to verbalize these emotions, thus becoming able to give vent to them through verbal definition. Under such circumstances, feelings of anger, fury and aggression will fade away without negatively affecting the personality development of an individual.

Op

561. KISTYAKOVSKAYA, M.: Formirovaniye nravstvenno-volevikh kachestv rebyonka. /The forming of moral-volitive qualities in the child./ Doshkolnoye vospitaniye, 1978, No.1, pp.23-26.

A scientific worker points out in her paper to the necessity of an integral approach to physical and moral education, for these sections of educational work are closely connected. The specific features of the child's motor activities and particularly the great potential of their uses in moral education have not been sufficiently investigated. The child is born with an organic need of movement. The beginnings of volitive qualities appear as early as in infancy in attempts for new movements. These efforts should be encouraged and not discouraged by too much anxiety on the parents' part. The child should be educated to be able to overcome even pain. This is another moral quality which can be fostered especially in physical education. When learning to toboggan, ski, skate, etc.,the child must learn a number of rules it has to observe both with respect to its own safety and that of the others. Moral-volitive qualities are formed in locomotive play, as well as a sense of collective activities. The children meet here the requirements of the game by means of joint efforts. As regards older children, competitive games are recommended where the children can become a leader of the team, a refere. These games are designed to foster organisational abilities in the children.

The authoress has mentioned only a few possibilities of the education of moral-volitive qualities in physical education. The potential is much bigger.

Fo

562. MASLENIKOVA, G.: Vospitaniye dobrozhelatelnoysti v syuzhetnorolevikh igrakh. /Education of generosity in subject-oriented play./

Doshkolnoye vospitaniye, 1978, No.4, pp.22-27. 1 photograph.

A nursery school teacher describes how she realised the following assignments in younger and later on middle groups of children: 1. to teach children independent play, to ask for a toy, to make concessions to others, to agree upon joint activities; 2. to group children together for play; 3. to tactfully influence the selection of games so that their contents may generate positive emotions in the children and stimulate joint play.

The authoress further presents the results of the initial observation of individual children and the course of her educational work. Cooperation with parents is indispensable for achieving permanent results.

Fo

563. OSTROVSKAYA, L.: "Khorosho" i "plokho" - azbuka nravstvennosti. /"Right" and "wrong" - the alphabet of correct behaviour./

Doshkolnoye vospitaniye, 1978, No.3, pp.75-81.

The initial concepts of correct behaviour are formed in the family, in the first place. The authoress suggests to parents how they should educate even their youngest children to teach them to control their behaviour consciously, to distinguish between right and wrong. The adults are responsible for the child's moral values, its attitudes to people and processes. Children's moral education starts by the self-education of adults who educate them. The child will learn in practical experience what is correct behaviour. An adult helps the child not only by explaining how it should behave, but also by giving the child a chance of practising and acquiring corredt behaviour.

Fo

564. PEREVERZEVA, V.: O vozdeystvii rechi vzroslogo na povedeniye doshkolnika. /The effects of adult speech on the behaviour of preschool children./ Doshkolnoye vospitaniye, 1978, No.5, pp.48-51.

The authoress discusses the question what kind of verbal instruction will make a child meet a specific requirement. Situations were chosen when a child was asked to switch from one activity over to another; for example, it was asked to stop playing and to get ready for an occupation. With the consistent observation of the daily routine in nursery school the child knows how individual activities alternate during the day, which is a prerequisite for the child being prepared to comply with changes. The children were categorized into three groups, according to their responses to an adult's verbal instruction: 1. children that quickly obeyed the adult and tried themselves to finish playing and to concentrate on the assignment; 2. children that had to be reminded of the requirement and it had to be suggested to them how to stop playing; 3. children that did not listen, disturbed order. These children had to be set an assignment in an unusual, interesting manner.

Fo

565. **RUBINSHTEYN, S.:** Vsegda-li nuzhno dobivattsya poslushaniya ? /Is it always necessary to insist on obedience ?/

Semya i shkola, 1978, No.2, pp.22-24.

Obedience, especially in young children, is necessary for strengthening their character so that they should not yield to impulsive stimuli and should learn to control their behaviour according to what is correct. Sensibly demanding parents can educate in their children self-control, discipline. When educating their children to obedience, the parents must find the correct measure and attempt to order as little as possible. A purposeful organization of the daily routine is one of the ways helpful in limiting the number of orders. If the parents teach the child to obey in a relaxed manner and by reasonable requirements, they will be able later on to switch over to instructions and advice. They should view with understanding the child's intentions and efforts and try to encourage the child to turn to them for advice and behave accordingly.

Fo

566. SAKULINA, N.P. Nravstvennoye vospitaniye na zanyatiyakh izobrazitelnoy deyatelnostyu. /Moral education in art education./

Doshkolnoye vospitaniye, 1978, No.1, pp.27-30.

One of the last works of the recently deceased authoress discusses the possibilities of moral education in art education occupations. These occupations have a specific organization. Children should get a chance of expressing interest in the work of their friends, to use joint material. When modelling, the creations of individual children can be used for collective play. The most important element of art education is to teach children not only to depict phenomena in their works, but also to manifest in them their emotions, moral concepts and judgement. For that reason, it is not considered correct to acquaint children only with the external appearance of a phenomenon. They should be instructed in a broader context about its importance, usefulness, etc. If a child has a clear mental picture of a phenomenon, it will be able to represent it in its creation.

In an experimental nursery school, art education occupations were preceded by discussion, observation, the teacher's narration about a phenomenon, reading of art literature, getting acquainted with the paintings of Soviet artists. The children thus became prepared to comprehend a specific subject, became aware of their attitude to a phenomenon. The teachers tried to affect the children's emotions, to evoke in them interest in the phenomena and events they were asked to represent.

Fo

567. SHIBITSKAYA, L.: O samoregulatsii povedeniya starshikh deskolnikov. /The self-control of one's behaviour in older preschool children./ Doshkolnoye vospitaniye, 1978, No.6, pp.41-44.

The authoress reports on a survey designed to investigate how a change in the system of a child's relations to adults and peers affects its behaviour. The following criteria were used to find children that did not control their behaviour: 1. the character of a child's attitude to adult requirements; 2. the time a child needed to meet the requirement of an adult; 3. number of positively assessed requirements which were met. The selected children behaved impulsively, ignored the teacher's instructions, expressed negative attitudes to her requirements. The other children did not like them, for they disturbed their play. Work with these children focused on achieving a change in their attitudes both to other children and to adults. The teachers worked with them individually, chose activities where good results could be expected. The children gradually became aware that they were able to comply with adult requirements and behave in agreement with rules. While the teachers mostly reprimanded these children in the past, they were able to praise them more frequently. The children's relations with other children improved. These experiments proved that an improvement in a child's relations to people in its surroundings was one of the importent prerequisites of the child's meeting the requirements of adults.

Fo

8.4 Relations between children: education of a children's collective

568. FINKELSTEIN, N.W.: et al.: Social Behaviour of Infants and Toddlers in a Day-Care Environment.

Developmental Psychology, 14, 1978, No.3, pp. 257-262.
3 tables, 22 refs.

27 infants and toddlers were investigated in a day-care environment. The experiments focused on the children's social interactions both with their teachers and their peers.

The findings indicate that with increasing age the child's interactions with teachers diminish, while, in turn, interactions with other children increase even though in toddlers the number of social interactions with teachers still exceeds in general the number of interactions with peers. The growth in the number of interactions with peers is most likely correlated to the grater ability of older children to respond to an initiation of a social interaction by other children and to the greater ability to make use of speech in social interactions with peers. The experimenters also analyzed ways of behaviour used by the children to initiate social interactions or to respond to initiation by others.

Od

569. KAIPER, M.: W poszukiwaniu skutecznych metod wychowania społeczno-moralnego w przedszkolu. /Looking for effective methods of social and moral education in preschool institutions./

Wychowanie w Przedszkolu, 31, 1978, No.2, pp. 82-96.
2 refs.

The authoress investigated the children's attitudes to their peers and the school personnel. She developed a five-score scale to assess the readiness or, on the contrary, reluctance to subordinate oneself to one's peers or the teacher. She observed the children's attitudes to other children as well as to the teacher's instructions. She investigated the children's behaviour in repairing damaged toys, as well as the degree of frankness and politeness and readiness to help those peers that were lagging behind others. Finally, the third problem she investigated were the skills of self-servicing, i.e. cleaning one's clothes and shoes, doing up buttons, shoes, etc. These experiments, designed to find effective methods of work with children, indicated that results achieved in all three categories improved significantly.

Bu

570. KELLER, A. - FORD, L.H.Jr. - MEACHAM, J.A.: Dimensions of Self-Concept in Preschool Children.

Developmental Psychology, 14, 1978, No.5, pp. 483-489.
3 tables, 17 refs.

The authors investigated the major content dimensions of self-concept in preschool children. The experiments were conducted with 48 children at the ages of three, four and five years. Four different methods were used to investigate the content dimensions of self-concept. The results indicate that it is possible to distinguish nine major content categories related to self-concept at preschool age: the child's activities, social relations, mental picture of the body, possession, personal definition, sex, age, assessment and personal characteristics and preferences. Out of these nine categories of contents, however, only activities indicated a high frequency on all three age levels. Even though, according to various theoretical concepts, it should be the mental picture of the body that would constitute the basis of self-concept in children, the results of these experiments indicate that when defining the contents of self-concept, the children of all three age categories prefer statements concerning their activities to statements concerning their bodies.

Od

571. PIĄTOWSKA, J.: O umiejętności współdzuałania w zespole. /On the ability of a collective to affect a child./
Wychowanie w Przedszkolu, 31, 1978, No.6, pp.314-320.

The authoress presents her experience with education by means of belongingness to a collective of different-age children in nursery school and mentions specific examples of the children's diverse behaviour.

Bu

572. RUDOVSKAYA, I.: Razvitiye sotrudnichestva v sovemestnoy deyatelnosti. /Developing cooperation in joint activities./

Doshkolnoye vospitaniye, 1978, No.11, pp.42-50. 1 table.

The authoress reports on experiments designed to investigate what methods can be used to teach children to fulfil jointly an assignment, agree upon the procedure and help each other. Sixteen pairs of children were investigated; in the first stage of the experiment they were to carry out an application jointly. The children usually worked together, were not able to come to agreement, conflicts arose. In the following formative part of the experiment, eight occupations were carried out with the children. The teacher acquainted the children with the principles of joint activities and guided them to work according to these principles. The children were able to see during assessment of the results that joint work can lead to good achievements. The children that were not able to cooperate at the beginning of the experiment, attained a high level of cooperation. The authoress has arrived at the conclusion that occupations should be organized on a larger scale to facilitate children's learning how to jointly fulfil assignments.

Fo

573. THIEMERT, E.: Ämter - Arbeiten im Kollektiv für das Kollektiv. /Duties - work in a collective and for a collective./

Neue Erziehung im Kindergarten, 30, 1978, No.11, pp.5-8.
2 refs.

The authoress describes her own experiment. She investigated how various duties and work for a collective contributed to the children's working education. She defined a scoring scale to assess the children's attitudes to duties /willingness to take over a duty, independence, attitude to the collective in fulfilling an assignment/. She prepared a duty card for every child and assessed together with the children the involvement of individuals. She came to the conclusion that a good standard of organization could encourage the children's interest in doing a duty as well as its quality.

Op

574. VERESNÉ-KOVĆS, J.: Magatartási zavarok és a csoport társas szerkezete. /Behavioural problems and the social basis of a collective./
Óvodai Nevelés, 31, 1978, No.1, pp.27-29.

The group constitutes the most effective means of education in nursery school. Modern education lays emphasis on independence of a collective expressed in free play. The author further discusses the following questions: development and structure of the group and its composition, behaviour of the leaders and members of the collective, superiority and subordination, differentiation of active and passive members, behaviour of individuals disturbing order beyond the limits of standards, investigation of its causes, analysis of protests and their forms, role of records and regular observation of the teacher, metacommunicative phenomena and their importance.

Ml

8.5 Education towards a scientific world outlook

575. LAZAROVA, P.: Podbor i sistematizirane na znaniyata za obshtestvenata deystvitelnost. /Selection and classification of knowledge of the social environment./

Preduchilishtno vazpitanie, 26, 1978, No.6, pp. 24-27.
1 photograph.

The authoress of this article deals with the problem of classification of knowledge of the social environment in preschool children. Many serious mistakes appear in the teachers' work. First of all, they do not pay enough attention to the selection of social phenomena the children get acquainted with, do not analyze in detail the planned assignments neither the educational objectives they should meet. An extensive survey has proved that they devote more attention to teaching objectives, while educational goals are being neglected. When acquainting the children with the surrounding world, they do not focus attention on the specific and characteristic features of their home region, for example, when building up an image of the children's home town or locality, they do not compare the present and the past. Unsystematic knowledge is an obstacle for the children in grasping the importance of social phenomena.

Kr

576. PANÁKOVÁ, A.: Ako posobiť na myslenie deti. /How to develop the children's minds./
Predškolská výchova, 33, 1978/79, No.3, pp.75-76.

The authoress, a teacher, discusses her own experience with world outlook education. The advantage of nursery school is that it can, to a certain extent, prevent religious and various other prejudices by a truthful acquainting of the children with their environment, especially physical and natural processes and phenomena.

Fo

577. VARGA, E.: Világnézeti nevelés problémái./Problems concerning world outlook education./
Óvodai Nevelés, 31, 1978, No.2, p.58.

World outlook education should be based on truth and actual facts. The authoress of this article illustrates this statement by some specific examples in connection with the Christmas holidays. She also suggests how to establish contacts with parents and cooperation in the education of their children.

Ml

8.6 Education towards socialist patriotism and internationalism

578. BABELOVÁ, M.: Oslavy MDD. /Celebrations of the International Day of the Child./
Predškolská výchova, 32, 1977/78, No.11, p.323.

To establish friendly contacts in a nationality-mixed environment and in a bilingual nursery school, Slovak and Hungarian, a joint discussion meeting was organised where the children recited poems and rhymes and sang songs in their mother tongue. The children were getting used to communication with friends, to reach mutual understanding.

Fo

579. BUKOVSKÁ, A.: Významné výročia vo výchovno-vzdelávacom procese. /Significant anniversaries in the teaching and educational process./
Predškolská výchova, 32, 1977/78, No.12, pp. 349-351.
4 refs.

A teacher describes her own experience with educational work. She made use of important anniversaries /Slovak National Uprising, liberation of the town Košice by the Soviet Army, Great

October Socialist Revolution/ and visits of memorable places. She especially tried to affect the children's emotions, thus building up in the children basic prerequisites for the further forming of attitudes which form the core of a complex sense of patriotism.

Fo

580. EYSMONT, G.: O patrioticheskom vospitanii. /Concerning patriotic education./

Doshkolnoye vospitaniye, 1978, No.2, pp.21-25.

The directress of Leningrad preschool methodological centre generalizes her experience with patriotic education. Leningrad, a very beautiful city with a significant revolutionary and militant tradition, offers a lot of opportunities for patriotic education. It is important to integrate patriotic education into the whole educational process, into correlation with intellectual, working, moral education; to realize it in occupations, everyday life, in play. It can be successful only if the acquisition of knowledge of the mother country as defined in the curriculum of educational work takes place parallelly to citizenship education, if these beginnings of patriotism are reinforced in practical, socially-oriented activities and are accompanied by positive emotions. A very important role is played by the teacher's personality, her ideological maturity and active patriotism, as well as by the family environment.

Leningrad methodological centre 1. is responsible for raising the standards of knowledge and skills of teachers in the field of contents and methods of patriotic education, 2. investigates the state of development of patriotic education in individual facilities and, if need be, provides immediate assistance, 3. develops various methodological material, 4. disseminates the teachers' best experience and puts them into practice.

Fo

581. FIALOVÁ, M.: Mateřská škola a Velká říjnová socialistická revoluce. /Nursery schbol and the Great October Socialist Revolution./ Predškolská výchova, 33, 1978/79, No.3, p.7.

The authoress of this article, a teacher, presents her experience with the educational uses of the celebrations of the 60th anniversary of the Great October Socialist Revolution.

Fo

582. FRÍDOVÁ, D.: *Výchova k socialistickému vlastenectví v mateřské škole.* /Education to socialist patriotism in nursery school./

Predškolská výchova, 13, 1978/79, No.4, pp.111-113.

The authoress, a teacher, uses an excerpt from a pedagogical reading to illustrate how she acquainted her children with their home place and thus built up elements to become later the basis of a sense of patriotism. She also made use of pictorial publications, taught the children to respect the work of adults.

Fo

583. CHUDINOVÁ, A.: *Vlastenecká a internacionalistická výchova.* /Patriotic and internationalist education./

Predškolská výchova, 12, 1977/78, No.6, pp.164-166.

2 photographs, 5 refs.

The authoress, a teacher, describes celebrations of important anniversaries and events and how to put them to good use in patriotic and internationalist education, such as the Month of the Czechoslovak-Soviet Friendship, exploration of space by man, anniversary of the liberation of the C.S.S.R. by the Soviet army, February events, celebrations of May Day.

Fo

584. KLIMANTOVÁ, E. - CHOBOTOVÁ, M.: Mesiac priateľstva a oslavy 60. výročia VOSR. /Month of the Czechoslovak-Soviet Friendship and celebrations of the 60th anniversary of the Great October Socialist Revolution./

Predškolská výchova, 32, 1977/78, No.10, pp.297-298.

The authors of this article, both of whom are teachers, describe their own experience with celebrations of the Month of the Czechoslovak-Soviet Friendship and the 60th anniversary of the Great October Socialist Revolution and how to use them to advantage in patriotic and internationalist education of children. They prepared a corner displaying pictures and photographs depicting the life of Soviet children, books, magazines and toys from the U.S.S.R. The topics of the children's play and drawings reflected their experiences from the Month of the Czechoslovak-Soviet Friendship. The teachers suggested to the parents that they should enable their children to watch television programmes for children about the Soviet Union.

Fo

585. KONDRATYEVA, L.: Nravstvennoye vospitaniye detey v processe oznakompleniya s rodnim gorodom. /Moral education in acquainting children with their home town./

Doshkolnoye vospitaniye, 1978, No.2, pp.30-33.

The authoress describes her experience from a nursery school which, through a purposeful acquainting of the children with their home town, fostered an active love of the town and its inhabitants. In the course of the school year the children went through the following topics: the heroic history of the town; Orel, hometown of N.S. Turgenev, Orelsk folk toy; working achievements of the inhabitants in our town. The parents were invited to active cooperation and participation. They walked with their children to places recommended by the teacher, helped their children collect postcards and pictures of the town and arrange them in albums. Knowledge of the town reflected in the children's play and their drawings and paintings.

Fo

586. KUCHINA, V.: Problems internatsionalnogo vospitaniya. /Problems of internationalist education./

Doshkolnoye vospitaniye, 1978, No.2, pp.33-35.

A nursery school in Irkutsk has decided to make use of the local conditions in internationalist education and to acquaint the children with the work and folk art of Buryats, Yakuts and Evenks, who live in the Irkutsk region and in the neighbouring republics. The children became acquainted with the fairy tales of these peoples, works of their authors for children. They learned their folk costumes and art. The teachers narrated the children about the natural conditions prevailing in places where these peoples live as well as their ways of life. In art education, the children learned folk ornaments and painted and drew them. They played at travelling to places where people of these nationalities live. In this way, the children acquired an image of the life of some of the peoples living in the U.S.S.R. and accepted with pleasure the suggestion of establishing pen friendship with a nursery school attended by Yakut children.

Fo

587. KUMOROVÁ, H.: *Vyrástla družba Bratislava 2 - Praha 2.* /Friendship between Bratislava 2 and Prague 2./
Predškolská výchova, 33, 1978/79, No.2, p.59.

The authoress reports on the mutual visits of nursery school teachers of these two city districts combined with an exchange of experience and sightseeing of the historical monuments of Prague and Bratislava.

Fo

588. PAULOVÁ, V. - ZEMANOVÁ, D.: *Výchova k internacionalismu za spolupráce s rodiči.* /Internationalist education in cooperation with parents./ Predškolská výchova, 33, 1978/79, No.2, p.60.

The authors report on cooperation with parents in internationalist education.

Fo

589. PAVLÍK, J.: *Družební styky českých a slovenských mateřských škol.* /Friendly contacts between Czech and Slovak nursery schools./ Predškolská výchova, 33, 1978/79, No.2, p.58.

The district of Žďár n.Sázavou has established a friendship with the district of Vranov n. Ťoplou. The forms of developing it are varied: 1. correspondence between the pedagogical staff of schools in both districts focused on exchange of experience with their pedagogical work, including examples of school documentation, etc.; 2. exchange of pedagogical and other literature, the children's art creations and products, small gifts; 3. personal meetings, individual and collective visits.

All these forms and results of the friendly contacts reflect positively in pedagogical work with children.

Fo

590. PROCHÁZKOVÁ, J.: Internacionální výchova. /Internationalist education./

Predškolská výchova, 33, 1978/79, No.3, p.85.
1 photograph.

This is a report on the meeting of children from nursery schools in Ostrava with the children of the Soviet families in Bruntál.

Fo

591. SAWICKA, A.: Wychowanie przez prace - wazna dziedzina wychowania patriotycznego. /Education through work - an important field of patriotic education./

Wychowanie w Przedszkolu, 31, 1978, No.4, pp. 210-214.
1 photograph.

The authoress confirms that working education in nursery school contributes to the fulfilment of objectives set up in the field of socio-moral education, intellectual and technical sphere, aesthetical and also health and hygiene fields. She presents examples of specific activities meeting all these requirements.

Bu

592. SAWICKA, A.: Szesciolatki poznają swoją ojczyznę. Zaczyname od najbliźszego srodowiska. /Six-year olds learn their country. Beginning with our neighbourhood./

Wychowanie w Przedszkolu, 31, 1978, No.5, pp. 251-255.

The authoress describes how she organizes environmental trips of six-year olds, makes use of literary works, especially poems, to encourage the children's interest and the like.

Bu

593. SAMOYLOVA, V.: O vospitanii lyubvi i uvazheniya k V.I. Leninu. /Educating love and respect for Lenin./

Doshkolnoye vospitaniye, 1978, No.4, pp.6-9. 1 photograph.

The authoress describes her experience with work in a preparatory department of nursery school. It is a very complex task to acquaint preschool children with the personality of V.I. Lenin and to educate in them the Leninist attitude to life. Children should acquire an image of Lenin as man, as a fighter for a better future of the workers and at the same time, the teacher should not oversimplify the image and to adapt it excessively to the way of thinking of preschoolers. The teachers usually make use of art literature. The main topic in the first quarter of the school year in acquainting the children with Lenin's personality was the Great October Socialist Revolution. The children learned about the October events and listened to stories depicting Lenin in this period. In the second quarter of the year, the teachers focused attention on depicting Lenin's character traits making use, for example, of the story entitled "Christmas Tree in Sokolniki" to illustrate their narration. The topic "Lenin's Youth and Life in the Ulyanov's Family" was discussed in the third quarter of the school year. This work culminated in celebrations commemorating V.I. Lenin's birthday anniversary. To combine the Leninist topic with contemporary life, the children met the best workers of the state agricultural cooperative farm who had been awarded decorations. Children learned in this way about the highest decoration, the Order, of Lenin, awarded to the best workers for their merits.

Fo

594. URBÁNKOVÁ, L.: Jak seznamujeme děti se životem lidí v SSSR. /How we acquaint children with the life of people living in the U.S.S.R./

Predškolská výchova, 33, 1978/79, No.2, pp.55-56.
1 photograph.

The authoress reports on the activities of the section of intellectual education within the District Pedagogical Centre in Uherské Hradiště, which organizes demonstration visits related to the difficult parts of the curriculum . Further, she describes how children become acquainted with the life of people living in the U.S.S.R., how to build up in the children an emotional relation to the U.S.S.R.

Fo

8.7 Education towards a positive attitude to work

595. BAKONYINÉ-VINCE, A.: Munkára nevelés. /Tapasztalatok, tanulságok./ /Working education. Experience, conclusions./

Óvodai Nevelés, 31, 1978, No.1, pp.5-14.

The article is a recapitulation of results achieved in this field on a national scale. General experience indicates there exists a lot of routine work in the methods applied in working education; this approach is detrimental with respect to developing the child's personality. The journal opened discussion on the above questions, including the following subjects: importance of the "Programme of working education", preparation for school attendance, psychological basis of independence at work, role of family in this process, comparisons and principles as points of departure for planning.

Ml

596. BALOGH, P.: Naposi tevékenység középső csoportban. /Daily activities in middle-age groups./
Óvodai Nevelés, 31, 1978, No.1, pp.15-16.

The authoress describes her own experience with children getting used to regularly repeated daily duties, such as laying the table, watering the flowers and the like. She mentions the methods used and their psychological and moral effects on the children.

Ml

597. BARCZYK, P.: O kształtowaniu stosunku dzieci do pracy. /Education of a positive attitude to work in children./
Wychowanie w Przedszkolu, 31, 1978, No.5, pp.234-236.
1 table.

The author presents the results of a

questionnaire completed by 50 head-mistresses and educators about the methods used in fostering a positive attitude to physical work. He concludes his consideration by asking for a closer and more active cooperation with parents.

Bu

598. BYKOVA, N.: Sovmestnaya rabota detskogo sada i semyi po razvitiyu u detey ruchnikh umeniy. /Cooperation between nursery school and family in developing handicraft in children./
Doshkolnoye vospitaniye, 1978, No.4, pp.34-37. 2 photographs.

Handicraft education constitutes one of the means of educating preschool children; it also meets the requirements of moral and working education. Children acquire various working habits, get used to collective work, to realize their intentions, to overcome difficulties, to help their friends. The authoress describes her experience with cooperation between nursery school and family in this field.

Fo

599. FRANYÓ, I. - LÉNÁRD, G.: A hang. Tavaszi munkák a kertben. /Sound. Spring work in the garden./

Óvodai Nevelés, 31, 1978, No.3, pp.107-108.

The authors discuss observation and education to work as educational forms used in nursery school.

Ml

600. JÍROVÁ, M.: Jak pěstovat návyky a dovednosti u dětí. /How to foster habits and skills in children./

Děti a my, 8, 1978, No.3, pp.7-9.

Children try to imitate a number of activities at a very early age. For that reason, it is necessary to start in time with fostering hygienic, cultural and working habits, such as social behaviour /cultural habits/, self-service-dressing, keeping one´s things in order and easy chores done by children at home /working habits/.

Ku

601. KOLAROVA, M.: Vazpitivane na umeniya u detsata da uvazhavat truda na drugite. /Educating children to respect the work of others./

Preduchilishtno vazpitanie, 26, 1978, No.6, pp. 37-40.
1 photograph.

The authoress discusses the question of educating respect for the work of others in preschool children. An educator's task should be to foster in children from the earliest age the art of being able to appreciate what has been created by other people, to use it and protect it. The child should learn to create new values, for it is only when the child itself creates something on its own that it will be able to positively assess its surrounding world. Children should be taught from the earliest age to see in everything, every object, even the smallest thing, human work which has been invested in them so that they may grow up respecting the work of adults, to look after the things they use themselves and to create valuable and useful things for others.

Kr

602. KOLEVA, R.: Dezhurstvata - sredstvo za izgrazhdane na trudovi umeniya i navitsi. /Duties - a means of building up working habits and skills./
Preduchilishtno vazpitanie, 26,1978,No.1, pp.17-20.
1 photograph.

Habits play an enormous role in human life.

Scientific research indicates that preschool age plays a very important role in building up skills and habits - through play, work, learning. On the basis of these habits, the child becomes prepared for active and diverse activities in the subsequent stages of life. Preschool age constitutes a period when the child acquires knowledge and skills developing qualities such as independence, initiative, love of work, organizational abilities, sense of responsibility, ability to overcome difficulties and a number of other qualities facilitating the child a fast adaptation to new school conditions.

Sv

603. LYAMINA, G.: Soveshcheniye v Belgorode. /Conference in Belgorod./

Doshkolnoye vospitaniye, 1978, No.8, pp.5-9.

An All-Russian conference on working education of preschool children was held in Belgorod in October 1978.The papers prepared for the conference were either delivered there or included in the presentation prepared by the Head of the preschool department of the Scientific research institute of school education at the ministry of education of the R.S.F.S.R., G.M. Lyamina.

All the papers and documents prepared for the conference reflect two positive phenomena: working education was conceived on a comprehensive scale and the theoretical preparedness of teachers had increased. Exchange and acquisition of best experience in methodological associations and pedagogical meetings bring better results, for object material is used on a broader scale /displays, practical demonstrations, audiovisual aids/.

The conference members focused their attention especially on the following topics: administration of working education by popular education authorities and head-mistresses of individual facilities; role played by working education in forming child personality; creating conditions for diverse methods of work in nursery school; methodology of handicraft education and children's activities outdoors.

Fo

604. LOGINOVÁ, V.: Oznakomleniye detey s trudom vzroslikh kak sredstve nravstvennogo vospitaniya. /Acquainting children with the work of adults as a means of moral education./ Doshkolnoye vospitaniye, 1978, No.12, pp.27-28.

The programme of educational work requires that children should be acquainted with the work of adults. Such knowledge constitutes a a prerequisite for children to be able to comprehend the importance of work in human life and to take a positive attitude to work, to endeavour to work on one's own.

Only specific notions can be used to form in children generalized ideas of the important role played by work. The authoress uses some specific examples to demonstrate the individual stages of this process: 1. to acquaint children with the achievements of specific working activities; 2. to generalize a specific type of work carried out by a specific worker; 3. to generalize ideas of the results of various working processes and their importance.

The results of a survey demonstrate that children are able to generalize knowledge of the importance of human work and that it is possible to foster in them a positive attitude to work.

Fo

605. LOGINOVA, V. - MISHARINA, L.: *Formirovaniye predstavleniya o trude vzroslikh.* /Building up concepts of the work of adults./

Doshkolnoye vospitaniye, 1978, No.10, pp.56-63.

The authors report on a survey conducted on a broader scale to investigate what methods and contents can be used in two- to three-year old children to build up essential systems knowledge reflecting principal relations and correlations. It was designed to investigate how children become acquainted with the work of adults.

It was found in the first phase of the experiment that the children's knowledge did not comply with the requirements specified in the programme of educational work, i.e. "to acquaint children with some working activities of adults in nursery school, family, outdoors". The authors elaborated the contents and methodology of building up concepts of the work of adults. They selected such types of work result as in objects for children or which prepare conditions children need /making an object for children's play, washing dishes/. The experimental occupations were integrated in the general plan of educational and teaching work. The acquired knowledge was reinforced during the day in observation, didactic and topic-oriented play.

The objective of the first phase in building up an awareness of work achievements was the following: to teach children to single out the achievements of work and to comprehend its importance, i.e. gratification of specific needs; to make children aware that a desired achievement can be reached through work; to guide children to understand the notions of work and to work

/the authors present the contents and execution of individual occupations/.

The objective of the second phase of the experiment was to reinforce the children's concepts of work, classify them and define the components of work /object of work, working activity, tool/, to recognize their correlation. The best results were achieved in investigating short-term working processes where results are attained quickly and by several partial operations.

The third stage was the building up of simple generalizations. To achieve this objective, the children watched several times the work of a cook and a caretaker. The first level of generalisation was reached, the children expressed the relationship of working processes and their results to a specific person who did the work.

A control experiment proved that the proposed content of the concept of adult work is comprehensible to two- to three-year old children. The acquisition of this material significantly influenced also the children's intellectual development.

Fo

606. MANSFELDOVÁ, M.: *Význam pracovní výchovy při utváření socialistické osobnosti.* /The importance of working education in formation of socialist personality./
Predškolská výchova, *32*, 1977/78, No.5, pp.127-128.
2 photographs.

The objective of working education is to enable children to acquire knowledge and skills adequate for their age, to foster in them a positive attitude to work and its achievements. Working education also contributes beneficially to children's preparation for school attendance. The child will acquire habits of self-service, principal skills of material handling, it will learn the joy of activity and its achievements. Working education encourages efforts to complete some activity and teaches children how to work according to a simple instruction. It contributes to the formation of principal character traits, such as activity, perseverance, conscientiousness, precision. Work in the menagerie kept in the school garden constitutes a basis for education towards the acquisition of the scientific world outlook. The child will learn natural laws and will become aware of how man transforms nature.

Interest in creative work is encouraged in children by letting them make various small things intended for presents and enabling them to take part in adaptations of the environment of the nursery school.

Fo

607. MARINUSHKIN, V.: Systema rukovodstva trudovim vospitaniyem detey v moskovskoy oblasti. /The system of administering the working education of children in the Moscow region./ Doshkolnoye vospitaniye, 1978, No.12, pp.19-22.

In addition to the routine forms of care of raising the standards of teachers' specialized skills, the author describes in detail the activities of the regional methodological centre, including a permanent exhibition of working education material which is being systematically completed and modified. Model preschool facilities are established in individual towns and districts. Their objective is to test positive experience and introduce into practice new effective forms and methods of work. They offer consultations to teachers, enable them to see demonstrations of work with children. The movement entitled "From a creative teacher's work to a creative collective's work" has been launched; its objective is to encourage pedagogical staff to take a scientific approach to an analysis and generalization of their own experience. This requires from each member of a collective to work on a partial topic making up the general topic of the work of the whole team. The best works are later presented at scientific-practical conferences.

A special section for working education has been established within the regional methodological centre; the best teachers and methodologists have become its members. Its objective is to study and introduce into practice new scientific knowledge concerning working education, to administer model nursery schools from the methodological point of view.

Fo

608. OBRAZTSOVA, L. - CHUMAKOVA, T.: Yeshtcho raz o dezhurstvakh. /Another reflexion on daily duties./

Doshkolnoye vospitaniye, 1978, No.8, pp.40-44.

Daily duties constitute one of the forms of working activities used in nursery school. Duties in laying the table are designed for youngest groups of children, middle-age groups to duties related to preparation for occupations and oldest children to duties in the school menagerie. An analysis of this form of work in oldest groups of children in several nursery schools pointed out to many shortcomings resulting in the idea of duties not fulfilling their educational role. The following measures had to be taken to eliminate the above problems: to encourage in children interest in work in the school menagerie, to teach them the necessary knowledge and working habits related to a conscientious fulfilment of one's duties in the menagerie and to modify the rules of choosing children for individual duties.

Fo

609. PEREKOPSKAYA, G.: Ratsiolnaya organizatsiya truda v techeniye dnya. /A rational organization of the daily routine./
Doshkolnoye vospitaniye, 1978, No.12, pp.30-32.

To make sure that all children are adequately occupied by work, it is necessary to analyze in detail the organization of the daily routine, to define the content of individual activities, the time of day to carry them out, how many children will take part. It is necessary to create adequate conditions for a smooth course of work, such as to keep the necessary tools in places accessible to the children and the like.

Children should be given individual instructions concerning various activities during the course of day, while their individuality should be kept in mind. Little active children received individual working instructions consecutively; this method gradually generated in them an interest in collective activities.

Fo

610. Rekomendatsii soveshchaniya rabotnikov narodnogo obrazovaniya po trudovomu vospitaniyu detey v doshkolnikh uchrezhdeniyakh.
/Recommendations of the conference of national education workers concerning the education of children in preschool facilities./

Doshkolnoye vospitaniye, 1978, No.12, p.40.

The conference members recommend to use as guidelines in the realization of working education the conclusions of the XXVth Congress of the Communist Party of the Soviet Union and the resolution of the Central Committee of the Communist Party and the Council of Ministers of the U.S.S.R. on the further perfection of the teaching and education of pupils of general education schools, including their preparation for work. They recommend to national education authorities, pedagogical staff of preschool facilities to carry out their activities in compliance with the working education curriculum, to continuously perfect their work, while making use of the latest findings of science and the best practical experience; to focus attention on building up permanent habits and skills in children, on rational methods of work; to educate in children diligence, independence, responsibility, perseverance.

It is recommended to national education authorities, methodological centres, headmasters of preschool facilities to perfect the methods of administering their activities, to provide the further raising of the standards of organizational and pedagogical work, to work for the further raising of the specialized qualifications of pedagogical staff.

Fo

611. SERGEYEVA, D.: Uvazhat trud khleborobov. /To respect the work of corn growers./

Doshkolnoye vospitaniye, 1978, No.11, pp.21-24.

This is a methodological instruction how to make children living in towns acquainted with work related to corn growing and production of bread. Children will learn how man makes use of machinery, how many different trades contribute to the making of bread. In places where children could not get directly acquainted with the manufacturing process, literature was used instead.

Fo

612. STANEVA, V.: Vazpitavane na trudolyubie chrez trud v prirodata. /Education to industry through work outdoors./

Preduchilishtno vazpitanie, 26, 1978, No.3, pp. 18-22.
1 photograph.

In education to industry through work outdoors it is necessary first to generate in children interest in this work, to make them acquainted with the work objectives, to teach them to overcome difficulties on their road to a goal, to feel satisfaction over accomplished work, to enable them to participate in work which is of importance not only to themselves, but also to their surrounding environment. It is especially the parents' active participation, auxiliary personnel's, as well as the participation of social and economic organizations and also a good quality of the scientific-practical preparation of teachers that can facilitate the fostering of permanent working skills and habits, generate interest in children and their permanent wish to take part in work and to become members of working collectives.

Sv

613. SHATOVA, A.: Trudoviye porucheniya i yikh vospitatelnoye znacheniye. /Working instructions and their educational importance./

Doshkolnoye vospitaniye, 1978, No.8, pp.34-40.

A work instruction represents the setting of a specific assignment concerning self-service or some activity carried out for the collective. It is the simplest method of organizing children's work. A work instruction should be distinguished from a duty where the child realizes the necessity to regularly and systematically fulfil a specific assignment even when its fulfilment does not appeal to the child. Observance of instructions constitutes preparation for the acquisition of knowledge the child needs for the subsequent fulfilment of its duties. For that reason, work instructions play an especially important role for six-year old children, for at this age it is necessary to start preparing them for the fulfilment of specific duties.

Work instructions can be issued for individual children or smaller groups, one at a time or distributed over a longer interval of time when the child is expected to fulfil a specific task, for example, for a whole day.

The authoress further describes the content of work instructions issued for individual age groups and suggests how to guide the children.

Fo

614. TKOVA, G.: Sazdavane usloviya za ezhednevno vklyuchvane na detsata ot detskata gradina v trudova daynost. /Creating conditions for getting nursery children involved in working activities as a daily routine./

Preduchilishtno vazpitanie, 26, 1978, No.1, pp. 31-36.
1 photograph.

When creating conditions for getting nursery children involved in working activities it is necessary to realize under what conditions it is possible to form and foster successfully in children preparedness for work. It is necessary to surround them by an environment which will provide and activize children's working activities. Working activities should be integrated into the structure of the pedagogical process. Children's independence at work should gradually be increased, for it constitutes one of the basic prerequisite for developing industry. Children should also personally be involved in the provision of work tools and material completion. The preparation of tools and instruments for work principally influence the children's interest and activity.

Sv

615. ULKANITSKAYA, N.: O metodicheskoy rabote po trudovemu vospitaniyu. /On the methodological aspect of working education./ Doshkolnoye vospitaniye, 1978, No.12, pp. 29-30.

The authoress presents her experience from the Rostov region. A problem laboratory for working education has been established then within the regional methodological centre. It is staffed by scientific workers of the Rostov pedagogical institute, experienced nursery school teachers, primary school teachers, workers of the regional preschool education centre, representatives of municipal and district pre-school methodological centres. The objective of the laboratory is to provide a liason between science and practice in tackling the topical problems of working education; to organise model nursery schools. The long-term plan of the laboratory includes regular experience exchange by teachers and scientific workers; organization of seminars, scientific-practical conferences, exhibitions; publishing of methodological aids, handbooks, establishing a closer cooperation and ties between nursery school, school and family with respect to questions related to working education.

Fo

616. VASILYEVA, M.: Zadachi organov narodnogo obrazovaniya po dalneyshemu sovershenstvovaniyu trudovogo vospitaniya v doshkolnikh uchrezhdeniyakh v svete resheniy XXV. syezda KPSS. /The objectives of national education authoritites in the field of further perfection of working education in preschool facilities as based on the conclusions of the XXVth Congress of the Communist Party of the Soviet Union./

Doshkolnoye vospitaniye, 1978, No.12, pp.10-17.

This is the major paper as delivered at a conference on working education. National education authorities and methodological centres also contribute to the results achieved in the field of working education. They systematically examine the state of development of working education in preschool facilities. The results of these investigations are discussed in the councils of regional and district national population authorities as well as at meetings of the education ministries of individual union republics and conclusions are reached to be introduced into practice. For example, the above authorities reguired from local industry and school workshops to make tools for children's work outdoors.

They organize various forms of raising specialised qualifications and providing methodological assistance to pedagogical staff, including further education of inspectors and methodologists. Methodological centres create conditions for finding, generalizing and introducing into practice the best experience. Pedagogical readings represent an effective form of exchanging experience. The results of work of many pedagogical collectives were demonstrated at the All-Union exhibition of the achievements of the national economy in Moscow.

When organizing childfen's working activities, the specific features of every individual form should be taken into account. In self-service, in duties and other domestic chores, thoughtfulness and willingness to look after others are fostered in children. When taking care of plants and animals, a considerate attitude to nature is fostered, curiosity, beginnings of the materialist approach to natural processes. In handicraft lessons children learn the qualities of different materials, their creativity and skilfulness are developed. Fo

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9. SPEECH AND LANGUAGE EDUCATION

617. BOKOS, B.: Proces konsruowania tekstu przez małe dziecko w toku interakcji werbalnej z dorosłym.

The processof text construction by young children in the course of a verbal interaction with an adult./

Psychologia wychowawcza, 21/35/, 1978, No.4, pp. 397-407.
2 tables, 1 chart, 14 refs.

The authoress tested experimentally Halliday´s thesis that the structure of a text corresponds to the organization of "old" information, i.e. known to both participants in the information and "new" information, known only to one of them. The experiment involved 52 children of the average age 3.6. It demonstrated that the child at this age is already able to take into account the position of its adult partner in the process of communication, which modifies the child´s language activitiy.

Bu

618. FREDERIC, F. at al.: La syntax de l´enfant avant cinq ans. /The syntax of children under five./ Paris, Larousse, 240 pages.
Reviewed in: L´Education, 1978, No.348, p.21.

This is a handbook for nursery and primary school teachers. It contains a general characteristic of language, its modifications, methods of getting a command of language, identification and differentiation of language entities, origin of syntax, development of temporal and spatial expression of children under five years of age.

Pár

619. Language and Learning in Early Childhood.
Atlantic Highlands, Humanities Press 1977.
222 pages.
Reviewed by: MAXWELL, D.K.: Childhood Education, 54, 1978, No.3, p.148.

The book reports on contemporary research into child learning and language development by a research society of social learning in Scotland. It contains the papers of 65 educational and scientific workers in the form of empiric studies and practical suggestions how to get a command of a language in early childhood.

Hn

620. LAY, M.M.: What Did I Write ?
London, Heineman Educational Books, Ltd. 1976.
78 pages.
Reviewed in: Childhood Education, 54, 1978, No. 5, p.266.

The objective of the book is to assist teachers in developing the skills of observation and analysis in comprehension of competences in communication. The experiment investigated mostly five-year old children in creative and imitative writing. The authoress lays emphasis on a close correlation between early writing and early reading. She believes that imitative writing can constitute an important complement to the reading programme with the parallel development of other language skills.

Hn

621. LOSONCZ, M.: Az anvanvelvi nevelés jelene és jōvōje. /The present and future of the education of mother tongue./
Óvodai Nevelés, 32, 1979, No.2, pp.48-54.

The author discusses the position of mother tongue education in the "Programme of educational work". The determining objectives and their effects on mother tongue are a/ new primary school curricula, b/ number of children in individual groups. The task of nursery school is to recognize the child's skills of expression and its speech preparedness, including correct breathing, pace and rhythm of speech. Nursery school staff should take an individual approach to mentally retarded children, cooperate with parents and prepare children for school attendance.

Va

9.1 Speech development

622. BAILLE, J.: Approche expérimentale de la relation syntaxe-prosodie che l'enfant de quatre ans. /Experimental approach to the relation syntax-prosody in four-year old children./
L'Enfance 1978, Nos.4-5, pp.261-268.
3 tables, 3 charts, 9 refs.

This is a brief summarization of an experiment designed to investigate the development of the prosodic pattern in relation to age. It is a methodological paper elaborated primarily from the psycholinguistic point of view.

Mi

623.KLEINOVÁ, A.: Výchova reči v materskej škole. /Speech education in nursery school./

Predškolská výchova, 33, 1978/79, No.1, pp.12-14.
2 refs.

The authoress presents some suggestions how to develop correct pronunciation by means of short speech exercises. She gives instruction how to derive individual speech-sounds, including short rhymes and songs suitable for practising.

Po

624. KRUK, H.: Trzylatki w polu uwagi. Mowa-cudowna ludzka właściwość. /Three-year old in the focus of attention. Speech - a miraculous human quality./
Wychowanie w Przedszkolu, 31, 1978, No.10, pp. 503-505.
2 photographs, 4 refs.

Researchers state that a ten-month old infant can pronounce one word, yet a three-year old child already has a command of 1000 up to 1500 words. The development of child speech constitutes one of the most important tasks of the preschool teacher, for the objective is to continuously develop word power, correct grammar mistakes, stretch vocabulary from specific to abstract notions and the like.

Bu

625. LEITCH, S.M.: *A Child Learns to Speak: A Guide for Parents and Teachers of Preschool Children.* Springfield, Charles, C.Thomas 1977. 104 pages. Reviewed in: Childhood Education, *54*, 1978, No. 3, p.147.

The book is intended for parents and teachers of preschool children. It deals with the developmental stages of children from birth up to five years of age. It presents an interpretation of language development for each age phase separately including suggestions how to assist children in communication.

Fn

626. PIÉRART, B.: *Acquisition du language, patron sémantique et développment cognitif - observations à propos es prépositions spatiales au dessus de, en dessous de, sous et sur.* /Language acquisition, semantic pattern and cognitive development - observation of spatial prepositions over, above, under and on./
L'Enfance 1978, No.4-5, pp.197-208.
5 tables, 4 plots.

This is a report on an experiment carried out with 144 children at the ages between three to eight years and with a control group of adults by using the clinical method of interview in context with manipulation with objects. The findings pointed out to three stages of acquisition of spatial prepositions. Children master first the relation above-below, which is dominant in the linguistic structures of adults. The comprehension of using conjuctions is collerated to the stage of development of corresponding cognitive notions.

Mi

627. SEGUIN, Y.: Aspect psychopědagogique du vécu temporel à l'école maternelle. /Psychopedagogical aspect in temporal experiences in nursery school./ L'Education Enfantine 1978, No.8, pp.11-14.

The author lays emphasis on the temporal dimension in the structure of the human personality. The child learns to comprehend time in investigating natural phenomena and biological processes, but also in language acquisition. The author focuses his attention on some aspects of temporal structurization in spontaneous development of child speech and in reading fairy tales and reciting.

Mi

628. SCHACHTER, F.F. et al.: Do girls talk earlier ? Mean length of utterance in toddlers.

Developmental Psychology, 14, 1978, No.4, pp. 388-392.
3 tables, 19 refs.

While earlier experiments consistently indicated that girls acquired speech earlier than boys, more recent research findings do not demonstrate such differences. A question arises why it is so. Comparisons show that earlier experiments used as an index of the developmental standard of speech the mean length of utterance, while recent experiments are based on other, less reliable indices. For that reason, the above survey again investigated the mean length of utterance in a sample of approximately 30 boys and thirty girls, always at the ages around two and two-and-a-half years. Both groups were balanced with respect to age, social strata and race. Fifty utterances were always recorded for each child on the basis of observation in natural situations at both age levels. These utterances were later analyzed. The findings of the experiment confirmed that girls achieved a higher mean length of utterance /represented by the number of words or morphemes/ and also did better than boys as to the length of their longest utterance. As regards older toddlers, the mean length of utterance was the same in both sexes, yet even there girls did better than boys again with respect to the length of their longest utterances.

Od

629. VION, M.: Les résistances pragmatiques a la comprehension de phrases simples chez l'enfant. /Pragmatic resistances in comprehension of simple phrases in children./
L'Enfance 1978, No.4-5, pp.225-236.
3 tables, 2 charts, 8 refs.

This is a research study in psycholinguistics oriented on children 3.6 to 6.5 years of age. The points of departure for the experiment were three situations evoked by verbal stimuli. The material obtained was analyzed from the syntactic point of view and assessed with respect to the initial situations.

Mi

630. WAHLEN, J.: Zum Sprachenwerb des Kindes. /Language acquisition in children./
Der Schweizerische Kindergarten, 68, 1978, No.4, pp.162-169.

The author bases his consideration on the hypothesis that child speech is formally imperfect on the one hand, yet the child can avail oneself of extensive means of expression, such as mimicking and gesticulation. Its speech is very individual and truly reflects its feelings and thinking. Adult speech is marked by preceding education, it becomes neutral. Language acquisition takes place in a very differentiated manner, passes through different stages. The inner structure of child speech, structure of its vocabulary differs from adult speech by typical features corresponding to the general mental development of the child. The author refers to Piaget, who characterizes this fact as the process of getting rid of child egocentrism. This is his concept of a perspective in thinking which at first is focused only on one's own person. At preschool age the child encounters new persons and phenomena, which stimulates the child to many questions. Parallelly with the building up of concepts and beginnings of generalizations the child becomes aware that speech is a means of acquiring new knowledge. Thus, its speech becomes specific, loses its spontaneity. The child recognizes speech as a means of establishing interpersonal relations and mutual influencing. At the same time, the child becomes aware that speech enables it to correct something, to conceal, suppress and modify something. The structure of adult speech as acquired by the child affects also the way of the child's thinking and perception.

Po

9.1.1 Communication

631. MEISSNER, J.A.: Judgement of Clue Adequacy by Kindergarten and Second-Grade Children.
Developmental Psychology, 14, 1978, No.1, pp.18-23.
1 table, 16 refs.

The objective of the experiment was to investigate to what an extent children were able to describe verbally relations between objects on the one hand and to judge the adequacy of clues presented to them; both these skills are necessary in communications with specific contents. In the first phase of the experiment, a group of 28 kindergarten children /5.6 - 6.5 years/ and a group of 28 second-grade children /7.6-8.5 years/ were asked to describe verbally relations between objects. In the second phase of the experiment after a fortnight's interval, the children judge the adequacy of both their own clues from the first phase of the experiment and that of the clues prepared by the experimenter /both adequate and inadequate/. Both groups of children relatively successfully tackled both types of assignments, even though older children, understandably, solved them better; yet kindergarten children were amazingly successful in finding errors in their own clues of relations between objects and corrected them themselves.

Od

632. MOERK, E.L.: Determiners and consequences of verbal behaviours of young children and their mothers.

Developmental Psychology, 14, 1978, No.5, pp.537-545.
2 tables, 37 refs.

This is a paper dealing with the experiment designed to investigate social interactions of verbal behaviours taking place between young children and their mothers and during which - due to the mothers´ teaching - the children learn to speak. Ten boys and ten girls at the ages between one to five years were observed in their family environment, always for one hour. The social interactions between the mothers and their children were recorded by means of a tape-recorder and observation protocols. On the basis of analysis of this material the following were determined: a/ eleven categories of behaviour by which one partner affects the other, b/ five categories of activities used by the mother to teach her child different aspects of speech. The frequency of the first set of categories remained constant regardless of age and level of the child´s speech development. On the other hand, the frequency of the other set of categories diminished with age and level of the child´s speech development. The intercorrelation between the mother´s behaviour to ward the child and the child's behaviour to ward the mother testifies to the mutual adaptation of both partners. The high correlations between individual types of teaching acts of the mothers' point out to the general style of the mothers' teaching behaviours with respect to their children. The correlations between both sets of categories were very low.

Od

633. NORDHOFF, I.: Fernsesprache. /Television language./

Spielen und lernen, 1978, No.1, p.62.

This is a comment by one of the journal editors on an experiment conducted for three years by a team of psycholinguists from Münster led by Professor W. Rest. They found that the vocabulary of six-year old children is, from the quantitative point of view, much more extensive than assumed so far and that this phenomenon could be ascribed to television influence. They even discovered a special "television vocabulary" used by all investigated children regardless of social strata and intellectual potential.

From the qualititative point of view, however, this is actually undesirable vocabulary /from adult sphere, politics, crime even erotic sphere/ and its definition is ambiguous. These are also atomized expressions, not utterance in the true sense of the word. In general, television only extends the gap between passive vocabulary and utterance, which is possible to state with respect to the effects of communication media in general.

The author points out to these hazards and sees the necessity of tackling the problem of recovering the natural socio-communicative function of speech.

Op

634. VASIĆ, V.: *Słowna interakcja miedzy starszym i mlodszym dzieckiem w rodzinie.* /Verbal interactions between elder and younger children in the family./

Psychologia wychowawcza, 21/55/, 1978, No.2, pp. 116-126.

This is an experiment designed to investigate the utterance of an elder sister /2:9- 4:9/ in communication with her younger sister/0:0-2:0/; two phases are distinguished here, that of unadapted and that of adapted utterance. It was found that adaptation in an elder child depended on the developmental level of the younger one. Adapted utterance may be imitative or creative, while imitation maintains phonological, morphological and syntactic characteristics. Adaptation in elder children does not represent regression to a lower stage of development.

Bu

635. WILLIAMS, F. - HOPPER, R. - NATALICIO, D.S.: The Sounds of Children.
Englewood Cliffs, N.J., Prentice Hall 1977, 136 pages.
Reviewed by: FOGEL, D.S., Journal of Teacher Education, 29, 1978, No.1, pp.51-52.

The book deals with the sounds children produce and some specific features pertaining to American conditions. The authors analyze how teachers adopt attitudes to children on the basis of their utterance. They recommend and suggest some correct procedures to be used in communication with children. The reviewer recommends the book only as a supplement to more systematic publications.

Do

9.2 Developing speech

636. KASTELOVÁ, D.: Vplyv rodinného prostredia na slovník dieťaťa. /The influence of family environment on the child's vocabulary./

Predškolská výchova, 32, 1977/78, No.6, pp.152-154. 6 refs.

The authoress attempted to investigate in her experiment the effects of some socio-economic and cultural factors of family environment on the development of the vocabulary of children at the ages of 3.4 and 5 years attending nursery school. Thirty girls and thirty boys were investigated in each age group.

It is only the education level of the mother that affects the child's vocabulary and its extent. The effect of a higher level of the father's education is not evident. The assumption of older parents' having less patience for education, and consequently also a negative effect on their children's vocabulary has proved ungrounded. The effect of the number of children per family was not significant. These were usually families with one or two children. The number of families with more children was negligible, as well as differences following from the order of children's births. Correlation coefficients between the children's vocabulary and the income per person in the family were not statistically significant; neither were housing conditions.

The results of this survey demonstrate a well-balanced economic and cultural standard of families in our society and point out to the positive influence of nursery school which endeavours to offset differences caused by family environment.

Fo

637. Aby správně mluvilo. /So that it may talk correctly./ Rodina a škola, 25, 1978, No.1, p.5.

This is a discussion between the editor-in-chief of the journal and Professor M. Sovák on questions related to children's correct pronunciation. The mother plays an important role in developing and reinforcing pronunciation. It is necessary that either the mother or the creche nurse should talk distinctly and clearly. Stimuli should be used for imitation /events taking place in the street, questions in a book and the like/. Every attempt at imitation should be encouraged. Children in nursery school learn correct pronunciation in the so-called phonetic locomotive play. Children's counsellors have found that it is wrong to talk to a child with deformed pronunciation, to force it to repeat after an adult. Rather, communication should be established by narration, picture or play. Problems with correct pronunciation should be put to rights as soon as possible; in case the child already goes to school, a logopedist should be consulted.

Ku

638. GERBOVA, V.: Obucheniye detey na zanyatiyakh.
/Teaching children by means of occupations./
Doshkolnoye vospitaniye, 1978, No.7, pp.10-22.

Children's speech develops in the course of their daily routine in nursery school. For that reason, various sections of the educational work curriculum for nursery school formulates the objectives and tasks of teaching children their mother tongue. To make easier the planning of work in second junior group of nursery school, the authoress specifies in her paper the objectives and tasks of teaching mother tongue, how to teach children to comprehend spoken speech, how to develop their colloquial speech, to stretch their vocabulary, educate the sound quality of their speech, perfect the grammatical correctness of speech, educate interest in and love of art literature. This part of the paper is followed by a detailed instruction how to implement these objectives by means of occupations oriented on developing speech and making children acquainted with their environment.

Fo

639. IVANOVA, N.: Uprazhneniya v leksike. /Practising vocabulary./

Doshkolnoye vospitaniye, 1978, No.7, pp. 23-28.

This is a report on partial results of an experiment designed to investigate whether it is feasible in four-year old children to practise special exercises to stretch vocabulary and to further develop the contents and methodology of them.

Simple exercises were prepared to form words and some synonyms of nouns, adjectives and verbs were selected. One of the characteristic features of children's speech is its emotionality expressed in various forms, usually by suffixes. In view of this fact, words were chosen usually used by children in diminutive form. At first, object material was used, i.e. toys and the children tried to find different ways of naming them. Later, games of the type "Say it differently" were played. The article presents detailed records of the work with the children.

It was confirmed during this experiment that the children were able to form words by means of suffixes, that they could find synonyms and understand several meanings of one word. The above exercises were practised during occupations; in addition, the teacher found some spare moments in the daily routine for play with words.

Fo

640. McKENNA, A.: Le ròle de l'adulte dans le langage de l'enfant. /The role of adults in child speech./ Enfance, 1978, No.1, pp.5-11.

This is the paper as read at the 15th Congress of O.M.E.P. in Warsaw in 1977. A young child has its own system of non-verbal interactions for contact with its environment; if it is surrounded by adult speech, language gradually becomes for the child a tool of its own expression as well as contact with others. The main mode of interaction in this process is dialogue between the child and adults; in it, the child becomes aware of the diversity of the world surrounding it, compares and classifies, develops its imagination, assigns knowledge to time and space, it expresses what excites it and what interests it and talks about its experiences from family environment. All this forms the point of departure and basis for developing the child's speech both in the family and in nursery school. When acquiring speech, the child becomes an active factor of its language development if adults manage to establish a contact with the child and to extend dialogue with is, adequate both with respect to its content and form. The role of the nursery school teacher lies in encouraging the child's active role in forming its speech and in revealing and eliminating problems and errors made by the child.

The authoress of this paper presents two examples of a dialogue between an adult and a child to illustrate how the child itself may control and programme the dialogue.

Mi

641. LECHTA, V.: Vývin výslovnosti ako jedna z hlavných charakteristík ontogenézy reči. /Pronunciation development as one of the main characteristics of speech ontogenesis./
Predškolská výchova, 33, 1978/79, No.2, pp.45-47.
16 refs.

Pronunciation constitutes one of the criteria of assessment of child speech level of development. The first sounds produced by the child are not yet the speech-sounds of the mother tongue and are typical of all infants regardless of nationality. It is play, training of the speech organs. Transition from inarticulated sounds to speech-sounds is continuous and individual speech-sounds pass through a period of fixation. The development of pronunciation lasts relatively long, for children concentrate more on the content of words, rather than on their pronunciation.

Opinions differ as to the question when the development of pronunciation in the child should be accomplished. Professor Sovák considers physiological dyslalia a normal phenomenon up to the seventh year of age, for up to that time there exists a possibility of spontaneous adaptation, without a logopedist's interference. Nevertheless, it is recommended for children coming to primary school from nursery school to have already a command of correct pronunciation.

Fo

642. MEISSNER, R. - SCHULZ, I. - HINTZE, I.: Wie wir unsere Kinder von der jüngeren bis zur alteren Gruppe im ganztägigen pädagogischen Process zum Beschreiben befähigen. /How we gradually guide, in the course of an all-day pedagogical process, children from junior to senior groups to the skill of description. /
Neue Erziehung im Kindergarten, 30, 1978, No.9, pp.6-9.
11 refs.
Neue Erziehung im Kindergarten, 30, 1978, No.10, pp.17-20.
Continued.
1 ref.

This is the pedagogical reading of a team of nursery school teachers who have attempted to develop an integral system of work with children, beginning with their start in nursery school, focused on a specific sphere of speech development, i.e. description of activities. The children were guided to become able to describe things and phenomena from their environment according to a learned pattern and to control their observations according to a specific system of rules.
The procedure used in describing a picture, activities, etc. had been fostered in the children from early age so that after some time all the children managed to acquire it.

The authors of this paper conclude it by stating their conviction that the ability of an exact descriptive expression is the best method of penetrating into the objective reality, i.e. it should also constitute the basic task of developing speech in nursery school.

Op

643. PARUSNIKOVA, V.: Rabota s detmi po obogashcheniyu i aktivizatsii slovarya. /Work with children in stretching and activitizng their vocabulary./ Doshkolnoye vospitaniye, 1978, No.4, pp.20-22.

A preparatory class teacher presents examples to illustrate how she developed the children´s speech. The main source of stretching and activising the children´s vocabulary were their experiences, observation of environment, ways of life of people and life in nature. She used the following methods: 1. object method /observation, films, illustrations, table games, looking at pictures, toys/; 2. verbal method /reading and narration of li[illegible] works, their memorizing, making up pu[illegible] 3. play method /verbal play and exercises duri[illegible]pations and also at another time, for exa[illegible]e during walks/. In the course of these activities, not only the children´s skills of expression improved, but positive results were also achieved in the intellectual, moral and aesthetical spheres.

Fo

644. PLCHOVÁ, M.: Jazyková výchova podle experimentálních osnov u 3-4 letých dětí. /Language education according to experimental curriculum in three- to four-year old children./

Predškolská výchova, 33, 1978/79, No.3, pp.70-71.

The authoress describes her experience with working with youngest children. According to the principles of the new programme of educational work, the teacher endeavoured to develop the children's speech throughout the daily routine in nursery school and in all educational components.

Fo

645. POPOVA, M.: Formirovaniye dialogicheskoy rechi u detey vtorogo goda zhizni. /Forming dialogue speech in two-year old children./

Doshkolnoye vospitaniye, 1978, No.4, pp.51-54.

This is a methodological instruction how to use questions to stimulate children's dialogue speech. A dialogue between an adult and a child should be conducted so as to stimulate the child to use all word categories. For that reason, such questions should be asked as concern not only objects, but also activities and qualities. In doing so, it should be kept in mind that the principle of developing speech in very young children is imitation of adult speech.

Fo

646. SINGER, W.: Szenische Darstellungen mit Spielmaterial- eine Beschaftigungsform zur Entwicklung des Zusammenhangenden Sprechens bei Kindern im Kindern im dritten Lebensjahr. /Stage performances with play material as a form of occupation developing coherent expression in three-year old children./
Neue Erziehung im Kindergarten, 30, 1978, No. 12, pp. 19-24.

The authoress explains first what she understands by the term stage performances. This is basically manipulation of objects or naming them; they are demonstrated first by the nursex and followed by the children's attempts to do the same. She presents a number of examples, suggestions and methodological instructions. A survey conducted in this respect has confirmed that the children's speech has, indeed, been significantly enriched and developed.

Op

647. SZILVÁSOVÁ, T.: O gramatickej správnosti reči./On grammatical correctness of speech./
Predškolská výchova, 32, 1977/78, No.9, p.263.

The authoress, a teacher herself, investigates at the beginning of the school year the language quality of individual children and the mistakes they make in expression. She sees to it that the children should use correct grammar in their speech not only during occupations, but throughout the daily routine in nursery school. In this, she uses the following methods: conversation concerning varied topics, narration according to a picture, didactic play, description of objects.

Fo

648. VASIC, V.: Slowna interakcja między starszym i młodszym dzieckem w rodzinie. /Verbal interaction between an elder and younger child in the family./ Psychologia wychowawcza, 21/53/, 1978, No.2, pp. 116-126.

This is a scientific study presenting the findings of a longitudinal survey conducted in the family of Natasha /2; 9-4; 9/ and Tania /0.0 - 2.00/. The experiment was designed to investigate the developing communication between the children as reflected in their speech. In the speech development of the elder child in cases when it turned to the younger one, the investigators found a periods of unadapted and a period of adapted speech. It was found that the speech adaptation of the elder child to the younger one depends on the level of speech development of the younger child. Speech used by the elder child towards the younger one depends on the degree of speech development of the younger child. The speech of the elder child may be of an imitative or creative character. Adaptation of the elder child's speech to the speech level of the younger one does not constitute any regression of development to a lower level, for its characteristic features typical of it do not appear in conversation of the elder child with adults.

Mi

649. VOROSHNINA, L.: Obucheniye tvorcheskomu rasskazivaniyu. /Teaching of creative narration./ Doshkolnoye vospitaniye, 1978, No.4, pp.55-58.

This is a report on an experiment conducted in four preparatory classes designed to investigate how the use of varied topics stimulates the children to narrate a made-up story. This work was broken down into four stages. 1. The teacher narrated a story to the children to illustrate its structure /how to start a story, develop its plot, how to conclude it/. The children then in other occupations described the appearance of a made-up hero, place of action, what was happening. 2. The children narrated a story the topic of which was suggested to them /such as Lyuba's first day in nursery school/. 3. The children narrated a story on a literary model. 4. The children narrated a story according to a picture /for examples, A morning in a pine-tree forest/.

Po

9.2.1 Foreign languages

650. ANDREYEVA, Ye.: O nekotorikh osobennostyakh rechi detey v usloviyakh dvuyazichiya. /On some specific features of children´s speech in bilingual environment./

Doshkolnoye vospitaniye, 1978, № 7, pp.28-33.

The authoress reports on experience from the Byelorussian Republic in the Soviet Union. An experiment was designed to investigate the developing of the Byelorussian language in occupations with the parallel acquainting of the children with the Russian language. A group of six-year old children were selected for the experiment; some of them came from families where Russian was the dominant language, others came from families where mostly Byelorussian was spoken and some children were from families where both languages were used.

A system of occupations was developed to stretch the children´s vocabulary and to develop coherent speech in the Byelorussian language. It consisted of 25 occupations oriented on verbal didactic play and 25 occupations designed to make the children acquainted with Byelorussian literature for children. Two occupations were conducted per week focused on language education in the Russian and two in the Byelorussian languages.

The experiment was designed to investigate the potential and quality of acquiring a command of both related languages at preschool age, as well as the general level of speech development in children that parallelly used both the Russian and the Byelorussian languages, the effect of being bilingual on the intellectual and mental development of the child. The findings of these experiemnts indicate that with a correct organization of educational work, children are able to acquire a command of both their mother tongue and the Russian language. The children´s active vocabulary as well as logical thinking develop intensively.

Fo

651. BERTHOZ-PROUX, M.: Langue maternelle et école maternelle. /Mother tongue and nursery school./ L´Education Enfantine, 1978, No.8, pp.15-16. No.9, pp.15-16.

The authoress continues her series of articles dealing with the language education of immigrant children /No. 7, pp.12-14/. She discusses the concept of semilinguism or bilinguism and interprets it on the basis of Vygotski´s theory of language teaching and on the basis of Canadian experience with tackling the problems of children living not only in a bilingual environment, but also two cultures.

The authoress describes her own experience with the education of Portuguese children in a French nursery school.

M1

652. BOÁR, A.: Román anyanyelvi nevelés a battonyai nemzetiségi óvodában. /Education of Rumanian as a mother tongue in an ethnic nursery school in Batonyi./
Óvodai Nevelés, 31, 1978, No.2, pp.59-60.

The author describes experience with educating children of Rumanian nationality. He discusses the following topics: developing vocabulary, including individual topics suggested for use as well as teaching aids related to individual topics.

MI

653. MANUEL, J.: Une seconde langue dès la maternelle. /A second language should already be introduced in nursery school./
L´Education, 1978, No.341, pp.11-13.
1 photograph.

The authoress is the head-mistress of an international bilingual school in Paris, associated to U.N.E.S.C.O. All teachers who participate in this type of education agree that a young child learns and reproduces a new language with ease, It is indisputable that the problem of imitation still remains play at preschool age, i.e. reproduction of sounds and intonation is mastered better than later, at school age.

Pár

10. INTELLECTUAL DEVELOPMENT: INTELLECT EDUCATION

654. AULT, R.: Children´s Cognitive Development.
New York, Oxford University Press 1977. 193 pages.
Reviewed in: Childhood Education, 54, 1978, No. 6, p.316.

This book is intended to serve as a supplement to university courses in child developmental psychology. It especially deals with defining, comparing and assessing Piaget´s approach to cognitive development and to other experiments in child psychology.

Hn

655. BERTENTHAL, B.I. - FISCHER, K.W.: Development of Self-Recognition in the Infant.
Developmental Psychology, 14, 1978, No.1, pp.44-50.
1 chart, 2 tables, 18 refs.

The experiment is based on the hypothesis that the development of recognizing one's mirror image passes through five stages in infancy; this hypothesis was derived from Piaget's theory of the sensomotor period in intellect development. The objective of this experiment was to test this hypothesis on the sample of 48 children at the ages between six to twenty-four months. The infants were set five assignments;

each of them corresponded to one of the five assumed stages of development of recognizing one's mirror image. To enable comparisoms of this development and the development of recognition of a permanent object, the experimenters set to the children simultaneously assignments related to the development of the recognition of a permanent object. The results of these experiments confirmed the hypothesis that the development of recognizing one's mirror image passes through five stages in infancy; at the same time, they demonstrated that this development is very closely linked to the development of the recognition of a permanent object.

Od

656. BREMNER, J.G.: Egocentric Versus Allocentric Spatial Coding in Nine-Month/Old Infants: Factors Influencing the Choice of Code.

Developmental Psychology, 14, 1978, No.4, pp. 346-355.
2 tables, 15 refs.

Around the ninth month of age, infants begin to look for an object in the place where it was hidden. Yet, they still look for it in this place even if they could see that it was transferred to another place. Piaget explains this fact by the theory that the recognition of an object and space in this period is still egocentric, i.e. bound to the infant's manipulation with this object. The author of this paper differentiated in addition to the egocentric also the so-called allocentric determination of the position of a hidden object, i.e. determination of position with respect to its external signs. The objective of this experiment was to find how often nine-month-old infants use both codings of space and what are the factors influencing this coding. Two series of experiments were carried out. The infants were set a task of finding an object hidden in one of two specific places, however, only after the infant's position with respect to the object or, contrary, the position of the object with respect to the child, was changed.

The experiments resulted in three main findings: a/ Previous finds of an object in a specific place increased the egocentric coding of an object. b/ The infants were able to find objects easier if their position with respect to the object was changed, rather than vice versa. c/ Differentiation of covers covering an object in two places resulted more often in allccentric conding, rather than in differentiation of the environment of both places.

Od

657. CARLBERG, B.: Tvärverenskaplig universitetskurs om barn kreative aktiviteter. /A comprehensive university course in child creative activity./
Förskolan, 61, 1978, No.3, pp.13-15.
3 figs.

The child has inborn curiosity which should be encouraged and used to educational purposes. Thirty persons participated in the course in child creative activity and the methods of its uses. All of them work with preschool children. Several subjects were taught in the course, beginning with Socrates's pedagogical reforms up to the study of children's games and books and the effects they can have on children.

Hai

658. HALE, G.A. et al.: Effects of Instructions on Children's Attention to Stimulus Components.

Developmental Psychology, 14, 1978, No.5, pp. 499-506.
2 charts, 17 refs.

Objects have various aspects or components distinguishing them and to which attention may alternately be turned. The authors describe an experiment in which children at the ages of 5, 8-9 and 12 years were set assignments where on the basis on their free choice they could turn attention to either one or both components of objects consisting of two components /shape and colour/, or where by means of special instructions their attention was focused on either one or the other component of these objects. The results of these experiments indicate that instructions influenced in children of all the age groups the turning of their attention to the non-dominant component of objects /i.e. colour/; the instructions were successful even in the five-year old children, yet they did not respond to the instruction designed to turn their attention away from the dominant component /i.e. shape/. This instruction was effective only in the older children. The experimenters believe that it is only at the beginning of school age that children start being able to transfer attention in agreement with assignments set to them, thus to revert it from dominant components of objects.

Od

659. JACKSON, E. - CAMPOS, J.J. - FISHER, K.W.:
The Question of Decalage Between Object Permanence and Person Permanence.

Developmental Psychology, 14, 1978, No.1, pp.1-10.
1 table, 1 chart, 1 fig., 31 refs.

Piaget's discovery that an infant is able to make up the pattern of a permanent object rather than that of a permanent person has later been confirmed by a number of other experiments. The above investigation was focused on finding the causes of such time shift. Two series of experiments were carried out. The first was designed to investigate a group of 48 children at the ages. from six months up to the time of recognition of a permanent object; the other investigated a group of 16 children at the ages of 8 to 9 months. In addition to types of objects /person-thing/, the experiments also investigated their familiarity or unfamiliarity, as well as specific methods of making these objects disappear from the infant's field of vision and methods employed by the infant to look for them. The experimenters found that in controlling the two additional conditions the time difference between object permanence and person permanence became minimum or even eliminated. The results of these experiments indicate that the origin of this time difference is primarily influenced by different methods of object disappearance and finding and also by the infant's experience acquired with a specific type of object. The experimenters lay emphasis on the influence of environment factors on time shifts in building up the recognition of a permanent object.

Od

660. JACKSON, N.E. - ROBINSON, H.B. - DALE, P.S.: Cognitive Development in Young Children. A Report for Teachers.

Washington, Department of Health, Education and Welfare 1976. 54 pages.
Reviewed in: Childhood Education, 54, 1978, No. 3, p.152.

The book reports on the latest findings of research into cognitive development in preschool children.

Hn

661. KLINDOVÁ, L.: Niektoré psychologické problémy hodnotenia efektivnosti učenia u detí predškolského veku. /Some psychological problems related to assessment of the effectiveness of learning in preschool children./

Predškolská výchova, 32, 1977/78, No.8, pp.212-216. 5 refs.

The new concept of preschool education directs the teaching process into the sphere of intellectual development. Parallelly, the need arises of specific indices, criteria for educators to rely on in assessing the results achieved by children. The definition of these criteria should be based on the nature of intellectual abilities. Their principal components are thought operations, such as analysis, synthesis, comparison, abstraction, generalization, specification. The teacher should, therefore, investigate whether her efforts have contributed to the children's learning how to perceive, compare and generalize with more precision.

The importance of memory is often overrated in practical experience. Intellectual development cannot be assessed only by the child's being able to memorize easily. A more realistic assessment may be obtained by investigating its behaviour in problem situations, finding correlations, looking for solutions and the like. The same applies to the level of speech development: it should be judged in relation to the personality as a whole. Some children may tend to apply intellectual abilities in non-verbal sphere. High speed and readiness of the activities of the child's mind represent qualities testifying to the high level of intellectual capabilities. These,as well as other external signs of behaviour, may, in superficial observation, result in a wrong assessment of the child's intellectual development.

Po

662. MIGLIOTTI, M.B.: Esperienze di educazione intelettucte nella scuola materna. /Experience with intellectual education in nursery school./ Scuola materna, 65, 1978, No.7, pp.457-470.

In an extensive study, the authoress bases her considerations on a life-long practical experience with work in nursery school and discusses the objectives of nursery school with respect to intellectual education in agreement with the contemporary technico-cultural revolution. She warns against unnecessary experimentation with children, any acceleration of development, forced transition from the specific to abstraction. The result would be the child's formal adaptation, passivity Pictorial material or explanation are not adequate substitutes of personal experience. The objective of didactics should neither be the setting up of the child's daily routine, nor acquisition of habits.

In the chapter entitled "Motivation and Activities", the authoress suggests specific methods of making use of children's images of reality, their attempts to find for them a symbolic expression in free play with natural and man-made material. She suggests how to adapt the rooms in nursery school, which can be done by the children themselves in active cooperation with the teacher. Instead of the so-called "corners", they establish in open classrooms a Department Store, Theatre, make the scenery and props themselves. The children choose their activities themselves, they form groups spontaneously, make use of the entire space available in the nursery school, move furniture, and the like. The technical problems they encounter during these activities not only broaden their horizons, but also have a highly positive educational effect.

Hoff

663. MIGLIOTTI, M.B.: Esperienze di educazione inteletuale nella scuola materna. /Experience with intellectual education in nursery school./ Scuola materna, 65, 1978, No.11, pp.729-736; pp. 753-758.

The authoress discusses in her article the child's freedom in play when it tackles problems to a great length, as if by circumvention, yet these experiments with shapes, colours, numbers develop the child's capabilities more than the teacher's verbal instruction. The teacher should carry on from there by controlled activities where the child actually manipulates structured material to carry out analysis, synthesis, classification, comparison, to realize numerical, spatial, temporal, causal and consequential relations.

It is in discovering the possibilities of creating symbols for concepts that speech develops naturally. The creation of concepts constitutes an intellectual activity and is affected by the extent of stimuli coming from the surrounding environment. This is why the authoress lays emphasis on the importance of family factors, interest in the child, communication with it and existence of affective relations. She asserts in agreement with Vyhotski that even the child's monologue in a group represents socialized speech.

Communication with adults, later also the influence of literature positively affect speech development. The authoress also deals with the development of creativity which takes place only under conditions of a free choice of activities at a specific moment and is based on the meaning it has for the child. A creative mind develops on experimentation with anything: through speech, music, artistic creation enabling the child self-expression.

Hoff

664. MIGLIOTTI, M.B.: Esperienze di educazione intelettuale nella scuola materna. /Experience with intellectual education in nursery school./ Scuola materna, 65, 1978, No.9, pp.585-616. 2 tables, 16 figs.

The chapter "Experience with intellectual education in the light of the relation school-socio-cultural environment", the authoress suggests how to draw upon environment with respect to education and development of children´s minds. She bases her considerations on Piaget´s theory when and under what circumstances the child learns, how play activities follow from its interests, how manipulation of material forces the child to tackle practical problems without the teacher´s assistance and any inducement on her part. The children realize ideas, suggest activities to the teacher who, in cooperation with the children's families, provides material and the like. The children build real structures of big dimensions, a small world of their own - "ideal town", etc. The authoress compares in her study the activities of several nursery schools as well as diverse topics and procedures, even mutual visits of children from various schools. The teacher keeps records of her children, how they behave in practical experience, how they develop both their intellectual and physical capabilities.

Hoff

665. MONATOVÁ, L.: Význam rozumové výchovy v mateřské škole. /Importance of intellectual education in kindergarten./

Predškolská výchova, 32, 1977/78, No.8, pp.217-219.

Intellectual education in nursery school is oriented on developing cognitive processes. Its objective is the acquisition of essential knowledge from natural, social and technical sciences, intellectual capabilities and habits and is directed at the forming of the foundations of the materialistic approach to the world.

The cognitive process in nursery school is based on the existing state of intellectual development of the children and develops in the course of activities, both spontaneous and activities controlled by the teacher. Its objective is to reinforce skills of differentiation and to develop concepts and judgements, to make the children gradually become aware of correlations and relationships. Memory also develops and improves through different activities. Knowledge, intellectual capabilities and habits are built up by the combination of cognitive processes and active and receptive activities, in becoming acquainted with one's environment. It is possible to guide children towards a deeper understanding of social life and natural processes.

A prerequisite of an optimum, adequate intellectual development of children is the fulfilment of the objectives of intellectual education on a full scale, to develop children's skills of expression and cognition, to build up their knowledge, skills and habits.

Po

666. PANIĆ, M.D.: Eksperimentalno ispitivanya dechyeg shvatanya vrednosti. /Experimental research into children's concepts of values./ Pedagogiya, 16, 1978, No.1/2, pp.91-103. 1 table, 9 refs.

The child responds to environment stimuli in agreement with its psychophysiological characteristics. These stimuli either evoke a positive or a negative response. Preschool age and junior school age represent an initial phase when the child is sufficiently intellectually developed to be able to comprehend quite numerous relations and to express its attitudes. The above problems were investigated with children at the ages between four to seven years. The author reports on the experiment and its results.

Fi

667. SMEREKOVSKÁ, J.: Než půjdou do školy. /Rozumová výchova na mateřské škole. /Before they go to school. Intellectual education in nursery school./ Učitelské noviny, 28/81/, 1978, No.23, p.5.

The authoress reports on her experience with work according to the experimental curriculum designed for the preparation of preschool children for moving up to the first class of primary school. The authoress pays a special attention to the question of intellectual education in nursery school.

Hn

668. SZEMIŃSKA, A.: Na marginesie ksiazki "Wychowanie umysłowe dziecka w wieku przedszkolnym". /Marginalia of the book "The intellectual education of preschool children"./

Psychologija wychowawcza, 21/35/, 1978, No.1, pp. 24-33.

This is a highly positive review of the Polish translation of the book written by the Soviet psychologists and educators. The authoress analyzes in detail the contribution of each author and points out the great importance of this publication for the development of Polish pedagogy.

Bu

669. WIRTH, A.: Les effets d'un entrainement systématique sur le développement de l'intelligence. /The effects of systematic training on intelligence development./

Enfance, 1978, No.1, pp.31-51.
1 table, 7 charts, 32 refs.

This is a scientific study presenting the findings obtained during a survey designed to experimentally test the programme of intellectual stimulation developed for five-to six-year old children. The introductory part of the study explains the principles the programme draws upon. Its first "global" volume contains 125 lessons and the other "operational" volume consists of ten lessons. Its theoretical basis is made up by the factor theory of intelligence and operational concepts of development. In the following part of the study the author presents the results obtained during the experimental testing of the programme, conducted parallelly in two groups, both consisting of 58 dhildren. The influence of an educational procedure on the children's intelligence was tested by operational examinations and classical tests used before the experiment was started and after it was finished. The obtained data were statistically processed. In conclusion, the study presents a general assessment of the experiment and its methodological problems.

Mi

670. ŽIŽKOVÁ, R.: Rozumový vývoj. /Intellectual development./
Rodina a škola, 25, 1978, No.11, p.6.

Intellectual education comprises three components with respect to children's preparation for school: development of cognition, language education and building up mathematical imagination. The child learns skills from an adult and from his or her answers, from a joint observation of environment. Narration, discussion, reading to the child and looking at pictures, all this contributes to the development of the child's mind.

Ku

10.1 Perception

671. ACREDOLO, L.P.: Development of Spatial Orientation in Infancy.

Developmental Psychology, 14, 1978, No.3, pp. 224-234.

This is a report on an experiment designed to verify Piaget's theory of the development of spatial orientation in infancy. Four series of experiments were carried out with infants at the ages of 6, 11 and 16 months. Infants located in a specific place in space learned first that to the right of them an interesting event would take place after a specific signal had been given. Afterwards, the infants were transferred in space in such a way that what had been to the right was to the left then and vice versa. The question was at what age were the infants able, even with such a change in their position, to find their correct bearings in space and to look for an interesting event to their left instead of to their former right. The results of these experiments indicate that in agreement with Piaget's theory, six-

593

and eleven-month old infants are still not able to solve this task successfully because in their perception of space they rely mostly on their own activities in relation to an object. On the contrary, 16-month old infants that primarily rely on relations between objects are already able to cognitively compensate a change in their position in space and to solve the task successfully. This fact is interpreted as an indication that it is only 16-month old infants that have passed over from an egocentrically conceived space to a conception of objective space.

Od

672. BEBESI, K.: Szinország. /Coloured world./
Dunántúli Napló, 35, 1978, p.19.

The author discusses the role of visual education in nursery school activities and their educational process.

Poo

673. FRANYÓ, I. - LÉNÁRD, G.: Az esés. A só és a cukor.
/Rain. Salt and sugar./
Óvodai Nevelés, 31, 1978, No.1, pp.26-27.

The authors discuss the role of observation in the educational process in nursery school.

Poo

674. McDONALD, N.E. - SILVERMAN, I.W.: Smiling and Laughter in Infants as a Function of Level of Arousal and Cognitive Evaluation.

Developmental Psychology, 14, 1978, No.3, pp. 235-241.
1 chart, 1 table, 18 refs.

This experiment was designed to verify Rothbart's theoretical model of conditions influencing the stimulation of smiling and laughter in infants. Experiments were conducted with 32 infants at the ages between ten to fourteen months based on playing hide-and-seek with the infant; during the play, two independent variables were variated in a planned manner influencing the infant: a/ evocation of the infant's smile and laughter: a/ level of arousal /intrinsic independent variable/, b/ degree of familiarity of the person the infant is playing with /situation independent variable/. The infant's response were video-tape-recorded and were scored on an evaluation scale to judge whether the infant's response to play was positive, neutral or negative. In agreement with Rothbart's model, the experiments have proved that smiling and laughter in infants are most often evoked at a high level of arousal and in such external situations which are cognitively evaluated by the infants as positive /i.e. play with the mother as a familiar person/.

Od

675. GIBSON, E.J. - OWSLEY, C.J. - JOHNSTON, J.:
Perception of Invariants by Five-Month -Old Infants: Differentiation of Two Types of Motion.

Developmental Psychology, 14, 1978, No.4, pp. 407-415.
3 charts, 1 fig., 18 refs.

The experiment was designed to investigate whether five-month-old infants were able to recognize in several cases of the same type of motion a specific invariant by which that type of motion differed specifically from another type of motion. Three cases of motion of an object were presented to twenty-four five-month old infants first; the shape of the object did not change. Afterwards, one half of the infants were shown the forth case of motion of the same type, whereas the other half were shown a substantially different type of motion: motion of a repeated deformation of an object, while the object shape was changed. The process of habituation was used as a measure of differentiation of both types of motion. In general, it was proved that the presentation of the other different type of motion resulted in a significant deshabituation. The experimenters thus conclude from the investigation that five-month old infants are able to perceive the invariant quality of the first type of motion and to differentiate it from the quality of the other type of motion.

Od

676. GOTTFRIED, A.W. - ROSE, S.A. - BRIDGER, W.H.:
Effects of Visual, Haptic and Manipulatory Experiences on Infants' Visual Recognition Memory of Objects.

Developmental Psychology, 14, 1978, No.3, pp. 305-312.
1 table, 1 fig., 33 refs.

The experiment was designed to investigate the effects of various visual,haptic and manipulatory experiences on the visual recognition memory of objects in six-, nine- and twelve-month-old infants. The experiments were conducted under three different conditions of the infants getting acquainted with objects: a/ the infants only looked at an object /visual experience/, b/ they looked at it and simultaneously manipulated an object /visual haptic experiences/, c/ they looked at an object closed in a transparent box which they were able to manipulate /visual-manipulatory experiences/. The time of getting acquainted with an object was limited to twenty seconds; visual recognition memory of objects was investigated after five seconds. The comparison of the time of looking at an unknown and a known object served as a measure of visual recognition memory of objects. The following findings are obtained: 1. Twelve-month-old infants demonstrated visual recognition memory of objects under all three conditions, 2. younger infants demonstrated visual recognition memory of an object shape only under conditions of actual looking at an object, 3. infants in all three age groups were aided in visual memory recognition by the visual experience alone rather than by the combination of the visual experience with either haptic or manipulatory experience.

Od

677. HUGHES, M.: Selecting Pictures of Another Person's View.

The British Journal of Educational Psychology, 48, 1978, No.2, pp.210-219.

The article describes two experiments comparing the different methods of presentation of the above assignment: four-year old children were asked to select pictures of another person's view similar to those used by Piaget and Inhelder. Not a single child was successful in the first experiment, however 13 out of 20 children fulfilled their task if preceded by questions focused on the key points of the picture arrangement. These questions helped the children to acquire the two-phase strategy of a successful solution.

The other experiment confirmed this design and demonstrated in addition that if the assignment itself had been presented as two-phase /individual phases were identical with the phases of the successful solution/, all the children were successful. As regards three-year old children, the results were similar.

No

678. MURRAY, F.S. - SZYMCZYK, J.M.: Effects of Distinctive Features on Recognition of Incomplete Pictures.

1 table, 1 fig., 17 refs.

It appears that it is relatively difficult both for adults and children to recognize objects on the basis of their incomplete pictures. Recognition depends not only on how many fragments of pictures are preserved, but mainly on whether these fragments concern the distinctive features of the depicted objects. Two series of experiments were conducted. In the first experiment, sixty persons at the ages between three to four and five- to six years and at adult age were shown incomplete pictures in which the following were variated: a/ number of preserved fragments, b/ what distinctive features of depicted objects were related to these fragments. The results indicate the influence of age and the effects of distinctive features on the recognition of incomplete pictures. In the other series of experiments, a sample of 36 children /average

age 4; 6 yeras/ were investigated as to the effects of training on the recognition of incomplete pictures. It was found that training with incomplete pictures had better effects on the recognition of incomplete pictures than training with complete pictures.

Od

679. PASSMAN, R.H. - ERCK, T.W.: Permitting Maternal Contact Through Vision Alone: Films of Mothers for Promoting Play and Locomotion.

Developmental Psychology, 14, 1978, No.5, pp. 512-516.
1 table, 16 refs.

It appears that the importance of distance receptors in maternal contact increases with age. The experiment was designed to investigate forty mothers with children at the ages between 3 - 4 1/2 years to find the effects on play and locomotion in a situation permitting maternal contact through vision alone. The children played in an unknown room, either in the mothers' presence or absence, simultaneously, however, they were able to see during their play a silent coloured film depicting either their own mother or an unknown woman; a control film without picture was also projected. The length and frequency of play with toys and amount of exploration locomotion were measured in the children. It was found that the children that were in the mother's presence or that at least watched their mother on the film played longer that the children that saw an unknown woman in the film or a void film. Even in cases of measured frequency of play with toys and amount of locomotion, the film picture of the mother had a positive effect, yet less so than the actual presence of the mother. An interview after the experiment demonstrated that 40% children considered the unknown woman in the film their mother; these children played more and manifested more locomotion that those children that recognized that it was an unknown woman.

Od

680. RAMSAY, D.S. - CAMPOS, J.J.: The Onset of Representation and Entry into Stage 6 of Object Permanence Development.

Developmental Psychology, 14, 1978, No.1, pp.79-86. 14 refs.

Piagets assumes in his theory of object permanence development that the onset of representation occurs in the infant only in stage 6 of the sensomotor phase of intellect development. The objective of the above experiment was to verify this theory. A parallel longitudinal and transversal experiment was conducted to investigate

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groups of infants at the ages between 10 to 16 months. The infants were to solve two tasks:
a/ to look for a toy hidden while they looked on,
b/ to look for an object they did not see before which was only verbally depicted by their mother.
An indication of the child's behaviour being controlled by representation was a resumed search in case the child found an unexpected toy as well as a smile if, on the contrary, the child found the expected toy. It stems from the results of these experiments in both longitudinal and transversal researdh that the onset of representation only appears in infants entering stage 6 of object permanence development, which is in agreement with Piaget's theory.

Od

681. ROE, K.V.: Infants' Mother-Stranger Discrimination at 3 Months as a Predictor of Cognitive Development at 3 and 5 years.

Developmental Psychology, 14, 1978, No.2, pp.191-192.
6 refs.

The experiment was designed to investigate in a sample of 12 infants their ability to discriminate between their mother and a stranger. As a predictor of this discrimination, the difference was chosen in the amount of the infant's crooning response in both discrimination situations. Both these groups of infants were later on, at three years, tested by means of Stanford-Binet intelligence test and at five years by means of the Illinois test of psycholinguistic skills. It was found that groups of infants which, at three months, demonstrated a bigger difference in crooning to the mother's talking and that of the stranger achieved significantly better results in both tests.

Od

682. ROSE, S.A. - GOTTFRIED, A.W. - BRIDGER, W.H.:
Cross-Model Transfer in Infants: Relationship to Prematurity and Socio-economic Background.
Developmental Psychology, 14, 1978, No.5, pp. 643-652.
4 tables, 49 refs.

The experiment was designed to find whether infants are able of visual recognition of the shape of an object they became familiar with either orally or through touch; as a control assignment, the infants were set the task to visually recognise the shape of an object they became familiar with through vision. Three groups of infants were compared: a/ normally born infants from a middle-class background, b/ normally born infants from a lower-class background, c/ prematurally born infants. The results of those experiments indicate that even though all three groups of infants were able to visually recognize objects they had become familiar with before, it was only normally born infants from a middle-class background that were able of cross-modal transfer. The authors analyze the possible reasons for failure in this transfer. It appears that cross-modal transfer may serve as a sensitive predictor of cognitive deficits in infancy.

Od

10.2 Memory

683. ACKERMAN, B.P. - EMMERICH, H.J. : When Recognition Memory Fails: The Use of Elimination Strategy by Young Children.

Developmental Psychology, 14, 1978, No.3, pp.286-293.
1 table, 18 refs.

When recognition memory fails, different strategies are used to recall or recognize the memorized fact. This experiment was designed to verify the hypothesis that even preschool children are able to use the elimination strategy. Two series of experiments were conducted /first with twenty 3-4-year old children, the other with twenty 6-7-year old children/, the children were first shown pairs of associated pictures. In the following control phase of the experiment, the previously seen pictures were shown to them again individually and the children were asked to choose the one which had previously been associated in a pair and one completely new picture. As control pictures some previously unseen pictures were presented in addition to the previously seen pictures. On the basis of the selected choices, the experimenters investigated what strategies were used by the children when their recognition memory failed. The results indicate that children in both age groups use in such cases the elimination strategy.

Od

684. RAKOVÁ, V.: Zkušenosti s pěveckým souborem.
/Experience with a song ensamble./

Predškolská výchova, 32, 1977/78, No.8, pp.227-228.
1 photograph.

The movement "Young people and culture" was an impetus for founding the ensamble. Its objective is to enable children from very early ages to perceive cultural and artistic values, to teach them to receive these values and to respond to them and to develop active creative activities on their own in the cultural sphere. Children from three nursery schools in Březová come to the ensamble. They are divided into three age groups. The methodological procedure used in practising is similar to that used in nursery school occupations. Songs are practised with the whole group, with individual children and in smaller groups. The ensamble performs at festivals and festive events in the locality, in industrial plants; they have also taken part in a district competition in Sokolov.

Po

685. BARENBOIM, C.: Development of Recursive and Nonrecursive Thinking About Persons,

Developmental Psychology, 14, 1978, No.4, pp. 419-420.
1 table, 4 refs.

Two levels of spontaneous judgement of other persons' thinking were investigated: a/ first a level at which the child thinks what the other person thinks about specific objects, i.e. level of nonrecursive thinking, b/ another level at which the child thinks what the other person thinks either about the thinking of other people or about its own thinking, i.e. level of recursive thinking. Children at the ages of 10, 12, 14 and

606

16 years were set the task of talking about persons they know well. Their statements were tape-recorded and analysed from the point of view of the above two levels of judgement of other persons' thinking. It was found that in most children the transition to the first level of judgement of other persons' thinking occured between the 12th and 14th years of age, whereas the transition from the first to the second level took place, between the 14th and 16th years of age.

Od

686. BÉRGES, H. - MOLNÁR, I.: Rajzolnak a nagycsoportosok /3/. /Children in the senior age group draw. 3rd part./

Óvodai Nevelés, 31, 1978, No.1, pp.18-22.

The authors discuss personality development in the process of nursery school education, including drawing lessons.

Poo

687. DIMITROVA, N.: Aktivne misleshtite detsa - cel na vsyako zanyatie. /Actively thinking children - objective of any education./
Preduchilishtno vazpitanie, 26,1978, No.4, pp. 42-45.

The authoress of this consideration discusses the problem of raising the activity of preschool children by means of topic-oriented discussion meetings. She classifies into several stages activities linked with these discussion meetings. The first stage should be designed to generalize the processes typical of a specific season of the year; it is necessary to parallelly develop in children the ability of a systematic generalization of the acquired knowledge of the characteristic features of individual seasons. The programme of further work is to extend the topic of seasons, to discover and generalize the causal relationship between seasonal changes and their effects on human activities. The following stage should be focused on animals and how they change in the course of the year. The last stage should deal with human preparations for individual seasons of the yeras. These discussion meetings should be preceded by trips to woods and parks, observation of farmers' work and the like.

Kr

688. DYACHENKO, O.: Tsepnaya reaktsiya lyuboznatelnosti.
/A curiosity chain reaction./
Semya i shkola, 1978, No.6, pp.41-42.

The child's questions reflect its cognitive interests. The degree of development of these interests and the child's efforts to learn something new determine to a great extent its future successes or failures at school. Children unaccustomed to active intellectual activities will find learning a burden rather than a joyful activity.

The initial signs of cognitive activities are questions appearing in children from three, four years of age. The child's curiosity develops in two directions. First, it develops extensively; the child begins to show interest in the qualities of objects existing in its nearest environment. A six-year old child shows interest in everything, animals, people, social life phenomena. In addition to this, the child's interests become more profound. Four- to five-year old children show interest not only in qualities, but also mutual relations, causes and effects of processes and the purposes of human behaviour. Oldest children show interest in generalizations, origin of objects and phenomena, modes of production.

Children's questions can arise only in relation to the objects and processes they come in touch with. For that reason, when the child becomes familiar with the surrounding world, new avenues open to it enabling the child to express new questions.

It is recommended by the author to give children simple word puzzles and questions they can manage to answer.

Fo

689. KALNÁR, B.: A kreativitásfejlődés jelentősége a személyiség alakulásában. /The importance of encouraging creative skills within the process of personality development.

Óvodai Nevelés, 31, 1978, No.2, pp.53-57.
Bibliography.

The author discusses the following problems: role of thinking in the process of developing creativity, divergent and convergent modes of thinking, definition of creativity, role of motivation, freedom and independence of thinking, manifestation of creativity, findings of scholars in this respect, correlation between imaginative play and creativity, creativity test "Torranc" designed for older preschool children.

M1

690. MACCHIETTI, S.S.: Educazione alla "letture" nella scuola materna. /Education to "reading in nursery school"./

Scuola materna, 66, 1978, No.1, pp.7-8.

The authoress disagrees with the opinion that it is possible and even necessary to make preparations in nursery school for teaching reading and writing with respect to accelerating the child's development. She asserts that the most important role is played by the child's preparedness and general maturity which alone will motivate the child to independent cognition. She stresses that in nursery school it is necessary to develop sensomotor capabilities as the most important means for "reading" the surrounding world.

Hoff

691. MIGLIOTTI, M.B.: Educazione intellettuale e linguistica. /Intellect and lingustic education./

Scuola materna, 65, 1978, No.13, pp.883-884.

The author discusses the significance of games with a specific subject-matter. She stresses their great contribution to intellect development, the development of creativity, and the development of the child's personality. She also discusses the speech of children, its intonation and rythmical elements and the influence of music and singing on speech development. Games with specific subject-matter also contribute to the socialization of the child.

Hoff

692. VALETT, R.E.: Developing Cognitive Abilities. Teaching Children to Think.

St. Louis, The C.V. Mosby Company 1978. 272 p.
Review: Journal of Teacher Education, 24, 1978, No.2, p.2.
140 figs.

This book contains information on programs, games and teaching aids which develop cognitive abilities in children of pre-school and younger school ages.

Hn

10.4 The essentials of mathematics.

693. BAŤROVÁ, K.: Rozvíjení myšlení dětí a matematické představy. /Developing children's thinking and mathematical notions./

Předškolská výchova, 32, 1977/78, No.5, pp.135-137.
Lit.10.

The article describes the experiences of a kindergarten teacher who for a period of four years studied the problem of developing thinking in children on the basis of mathematical notions. Her work is based on the comparative method and on three different operations: classification,

ordering and assignment. In activities according to the new syllabus she makes use of games to provoke creative activity in thinking. The author created twenty problem situations divided according to their difficulty and assigned them to various groups. They were supplemented with worksheets for graphic representation.
The description of the didactical games includes the following: 1. description of problem situation, 2. solution to the problem, 3. aids, 4. context of syllabus, 5. graphical representation. As an example of a problem situation she cites a poem by F. Hrubín "Máma pere" /Mother is doing the laundry/. All problem situations are systematically ordered and have precisely defined aims. The author stresses that it is not important to obtain knowledge at any cost, but rather to strive for cognition and thinking.

Fo

694. BOULE, F.: Propos d'un mathématicien. /The words of a mathematician./

L'Ecole Maternelle Français, 1978, No.5, pp.11-14.

In the first part of this article the author discusses problems which arise in the early stages of mathematics teaching, which concern three basic questions: what, why and how to teach. The author seeks an answer in genetic psychology. He cites specific situations, procedures and examples for practical work in a kindergarten.

In the second part of the article /published in issue no. 7 of this journal/ he instructs the reader on procedures to be used in the preparatory stage of teaching mathematics, aimed at developing logical operations. Methodological procedures are explained on the basis of psycho-physiology.

Mi

695. GILLIE, C. - GILLIE, A.V.: Les mathematiques a l'école maternelle. /Mathematics in kindergarten./ L'Ecole Maternelle Française, 1978, No.8, pp.17-31. 1 tab.,4 figs.

The article continues in a paper of the same name published in issue No.8 of this journal in 1977. While the first article concentrated on the clarification of basic problems of mathematics teaching, this article brings examples of a method which can be used to introduce children to mathematical thinking in kindergarten. First methodological instructions which have already been written on the subject of elementary mathematics teaching are discussed. Then an example is described where a visit by the children to the local post-office can be used to systematically develop mathematical thinking in the final class of kindergarten.

Mi

696. IGNATOVA, T.: Vazmozhnosti za svarzvane na geometrichniya material s teoriyata za mnozhestvata. /Opportunities for combining geometry topics and set theory./

Preduchilishtno vazpitanie, 26, 1978, No.2, pp. 16-25.
15 figs., 2 tabs.

The teaching syllabus should provide the opportunity to develop in children the capability of distinguishing reality in such relationships and abstractions as provided by the terms "classification and serialization", "equality and inequality", "part-section-whole", etc. Conditions should be sought and found for the more frequent use of mathematical operations, which make it possible for children to transfer their understanding of one specific situation to other situations. Children's capabilities of analysis, comparisons and generalizations of perceived objects and phenomena found in their vicinity can be developed only on the basis of professional and purposeful guidance of their mental activities.

Sv

697. KOTERBA, J. - KOWALSKA, M. - WIŚNIOWSKI, J.: Kształtowanie pojęć matematycznych. /The forming of mathematical notions./

Wychowanie w przedszkolu, 31, 1978, No.4, pp. 204-209.
7 diagrams.

The authors cite examples /illustrated by diagrams/ of how to explain to children in preschool education facilities basic mathematical notions.

Bu

698. OROSZ, K.: Felmérés-ellenőrzés. /A verification project./

Óvodai Nevelés, 31,1978, No.3, pp.103-104.

An attempt to provide a survey of children's knowledge in mathematics. The author describes 25 minute programs concerning mathematics used in a group of older kindergarten children, on the basis of tables containing various assignments. Findings are illustrated with three tables, which include also the questions which the children were asked.

Ml

699. PISKAREVA, N.: Rasvitiye elementarnikh matematicheskikh predstavleniy. /The development of elementary mathematical notions./

Doshkolnoye vospitaniye, 1978, No.8, pp.8-17.

This journal published in issues No. 2, 1976 and No.4, 1977 articles which included a survey of assignments in the syllabus which aim at developing basic mathematical notions in children from the younger and medium age groups in kindergartens. In this article the author continues in citing various examples of how she developed the syllabus in the course of the whole year into 39 activity periods in the older group of children. For each activity period she cites the assignment, methodological procedures, didactical games, play, exeercises and in some cases also the course of the activity period.

Fo

700. SEMADENI, Z.: Refleksje na temat kształtowania pojęc matematycznych w przedszkolu. /Some considerations on the forming of mathematical notions in pre-school education./

Wychowanie w Przedszkolu, 31, 1978, No.3, pp. 126-128.

The author expresses his opinion against the introduction of elements of school education into pre-school facilities and in this context against attempts to introduce explanations and textbooks of mathematics into pre-school education. Mathematics can be discussed only with six-year-olds at the very end of pre-school education; this should be done is small groups, through play. Children of this age should not be burdened with mathematical symbols, such as plus and minus.

Bu

701. ŠTÉGNEROVÁ, K.: Učíme děti nebát se matematiky. /Lets teach children not to be afraid of mathematics./

Předškolská výchova, 32, 1977/78, No.6, pp.167-171.

A teacher describes how she teaches children to understand spatial relationships. She describes games in which children solve various situations /simple labyrinths/, and games for acquainting children with geometrical shapes. She also describes various aids which she uses to acquaint children with groups and games with numbers. The course of an activity period is described: 1. games for understanding a three-element group and the notions of "the same," "more" and "less," as well as the relation between a number and quantity; 2. acquainting children with the notions of "smaller," "larger," "smallest" and with the task of independently selecting and classifing objects according to their size.

Po

702. VYSTRČILOVÁ, M.: Matematické představy a spolupráce. /Mathematical notions and cooperation./ Učitelské noviny, 28/81/, 1978, No.11, p.5. 1 fig.

The article provides information on the activities of the section for mathematical notions of the District Pedagogical Center in the town of Uherské Hradiště, which organised visits to basic schools in the town of Uherský Brod, where mathematical teaching methods used in the 1st class were studied. After the visit to a class a discussion was organised with elementary school teachers, who expressed a very positive opinion of the work done by kindergarten teachers. However, in spite of the fact that children are well prepared in the area of mathematical notions, it will, nevertheless, be necessary to devote increased attention to the following tasks: to learn the essence of quantifiers, beginning with the most simple /how much - so much, more, less, the same/, up to the more difficult ones /all, not all, at least, one, how much more, how much less/, to learn orientation on a plane, to be able to rapidly and skillfully manipulate frontal teaching aids, to learn the notion of an ordered set and to learn orientation in a series of numbers and in quantities up to ten. For the easier learning of drawing skills for set theory in basic school, attention should be devoted in kindergartens to coloring various small shapes. Basic school teachers participated in activities for the forming of mathematical notions in kindergartens, as well as in activities which children have with their parents. Also the mutual study of syllabi contributed to achieveing an understanding of the educational aims fo both kinderatertens and basic schools and in assuring their mutual linkage. Good cooperation between the teachers of both types of institutions will help children to overcome difficulties in making the transition to school.

Hn

10.5 The essentials of reading and writing

703. ASZYK, K.: Nauka czytania i przygotowanie do pisania w eksperymentalnych przedszkolach ZSSR. /The teaching of reading and preparations for learning to write in experimental pre-school education facilities in the USSR./

Wychowanie w Przedszkolu, 31, 1978, No.3, pp. 128-133.

The author describes her experiences gained during a period of practical training in Moscow where she was interested most of all in how reading and writing are taught in pre-school education; she also describes in detail the work of various researchers and scientists in this area.

Bu

704. BORDESSOULE, J.: L'Importance des premieres acquisitions. /The importance of the first acquisitions of knowledge./

L'Education, 1978, No.344, pp.11-12.

The reaction to an article by Rachel Cohen on learning to read during the pre-school period. The author is the principal of a school which combines three classes and he thus has had the opportunity of teaching reading to five-year-old children in the preparatory class. He uses the traditional syllable method.

Pár

705. COHEN, R.: L'Apprentissage précoce de la lecture défi a l'échec scolaire ? /Does a premature knowledge of reading preclude lack of success in school ?/

L'Education, 1978, No.340, pp.12-15.
1 photo.

According to the Larousse dictionary the word "précoce" means being prematurely mature and concerns both mental and physical development. In the content of this article the author uses the word "précoce" to clarify her theory that a pre-school aged child will learn to read in the easiest way.

In the light of recent research, especially in the Anglo-Saxon countries, the intellectual future of an individual is greatly influenced by the knowledge he achieves by four years of age. The author draws three conclusions:
1. the educator should not wait until a child achieves a certain degree of matury of itself, but should accelerate the process of maturity by submitting to the child specific knowledge

for learning; 2. the basic factor in the process of learning specific knowledge is the psychological aspect of the child's active attempts to gain new knowledge; 3. stress is placed on the environment which surrounds the child.

Reading has a favourable effect on the intellectual development of the child, it is one of the most competent and complex activities which can be offered to a child and for the child it is much easier to learn to read before reaching six years of age than after six years. All contemporary long-term research findings agree in the conclusion that children who have learnt to read in kindergarten achieve a better performance in school, when compared to children who only learnt to read during the first year of school attendence.

Pár

706. DUBOIS, M.: Approche et apprentissage premier de la langue écrite: suivant quelle démarche ?
/The approach and first learning of the written language: by which method ?/
L'Education Enfantine, 1978, No.6, pp.9-13.
Lit.12 - No.7, pp.7-21.
2 tabs.

A theoretical paper which aims at clarifying the reading process from the point of view of various psychological theories and at discussing learning procedures for reading.

The author also discusses individual and group methods of learning to read. He concentrates on the teaching of reading in school.

Mi

707. DUDZIŃSKA, I.: Czy dzieci nauczyły sie czytác ? /Have the children learnt to read ?/

Wychowanie w Przedszkolu, 31, 1978, No.7-8, pp. 369-372.

The author describes her experiences with teaching in the final class of kindergarten, where her task was to teach six-year-olds to read; she analyses her mistakes at length.

Bu

708. DUDZIŃSKA, I.: Elementy czytania w przedszkolu. Przyswajanie umiejętnosci czytania. /Elements to reading in a pre-school education facility. Learning to read./

Wychowanie w Przedszkolu, 31, 1978, No.2, pp. 96-100.

The author discusses her experiences with attempts to teach six-year-old children to read:

she distinguishes two stages in this learning process - forming in children the motivation to read and the actual learning of reading elements.

Su

709. DURAND, C.: Premiers pas dans le monde l'écrit. /First steps taken in the world of writing./

L'École Maternelle Française, 1978, No.6, pp. 17-32.
3 figs.

The article describes the experiences achieved in the preparatory class where new methods of teaching children to read and write were used. It contains a detailed description of the method which is based on children's play, supervised by adults, which in the first stage uses phonograms /signs which differ from letters, with which the children learn to denote objects in their surroundings/ and ideograms /picture letters which the children form in a spontaneous manner/. On their basis, syllables and letters are derived. The method has proven to be successful for five- and six-year-olds, including children who are slower at learning.

Mi

710. **FIGER, A.:** L'Envie d'apprendre a lire. /An appetite for learning./

L'Education, 1978, No.345, pp.11-13.

The author of the article, who is reacting to an article written by R. Cohen concerning pre-school knowledge of reading, is a school inspector.

In his opinion attempts of children to learn to read are most often encouraged by their family environment /by parents or older siblings/.

The function of the family and kindergarten are important in utilizing a child's activity. If they are successful in motivating a child towards wanting to learn to read and write then they increase its life potential. What is most valuable for the child is joy in reading, which results from a feeling of its intellectual need.

Pár

711. **HALENIUK, J. - WŁUDYKA, H.:** Jeszcze o czytaniu. /Once more on reading./

Wychowanie w Przedszkolu, 31, 1978, No.3, pp. 151-155.
3 photos.

The authors are two kindergarten teachers. J. Haleniuk uses a combination of play and learning during which children learn to read.

H. Waudyka cites several examples of games used in teaching children to read.

Bu

712. INIZAN, A.: *Méthode de lecture.* /Reading methods./
Paris, A. Colin-Bourrelier, 1978.

This complex didactical material for teaching reading contains the following:

1. aids for the preparatory stage /a workbook, cards and a box of didactical toys/,
2. aids for reading: 27 sentences for reading /2 workbooks, 2 boxes of aids for teaching memory development and logical thinking/,
3. aids for practical reading /27 mini-books/.

To this is added a pedagogical manual for the teacher which clarifies various principles and provides practical advice for teaching reading by the Inizan method.

Mi

713. POURVEUR, L.: *La communication écrite.*/Written communication./
L'École Maternelle Belge, 1978, No.3, pp.153-163.
2 tabs.
No.5, pp.195-208.
2 figs.

Teaching children to read and write is

the proper purpose of school. Kindergartens also provide positive conditions for this purpose. This is based above all on the forming of positive motivation towards reading through books for children. The psychological structure of forming reading and writing skills is documented on the basis of two diagrams. They express the contribution made by kindergartens in forming the preparatory stage for learning to read and write. The author cites practical examples of kindergarten activities, which are based mainly on play. The second part of the article, published in issue No.5, analyses the psychological problems of preparing to learn to write. This concerns mainly the forming of a suitable mental attitude and emotional climate, as well as communication between a child and an adult. Anticipation of writing is purposefully developed on the basis of a series of pictures.

Mi

714. REYMON, A.: Les mêmes chances a tous les enfants.
/Equal opportunity for all children./
L'Éducation, 1978, no.346, pp.12-13.

The author of the article is an educator. His article is a reaction to the article written by R. Cohen on learning to read at a pre-school age. As the title of the article makes clear, the author considers this problem to be a social one; in his opinion all children should receive equal opportunity by having children from all social strata attend kindergarten, where they would learn the foundations of reading.

Pár

715. LE RICHE, A.: D'abord, la formation des maitres. /First of all, the education of teaching personnel./

L'Éducation, 1978, No.346, pp.12-13.

The author of the article is a school psychologist; his article is a reaction to an article by R. Cohen concerning the early learning of reading abilities by preschool aged children. In the authors opinion this problem exceeds the bounderies of education and should be considered a social and political problem.

Pár

716. TUMAKOVA, G.: Prodolzhayem znakomstvo so slogom. /We continue in becoming acquainted with syllables./

Semya i shkola, 1978, No.3, pp.45-46.

The author describes complex games in which the child is asked to fill in words beginning with certain syllables, to think of two and three syllable words, to distinguish words according to the number of syllables they have, etc. Another series of games aims at teaching a child to place the accent in a word in the correct place.

Po

717. TUMAKOVA, G.: Znakomstvo s predloshoniyem. /Becoming acquainted with a sentence./
Semya i shkola, 1978, No.4, pp.28-29.

This article is part of special series concerning the preparation of children for learning to read. The child gradually becomes aware of the fact that words are combined on the basis of their significance into units and that the same idea can be expressed in different ways, either briefly or in a more developed manner. The author describes games which help the child to distinguish a sentence and its type. With the help of pictures and toys, children learn to compose sentences of two, three or more words and to distinguish and graphically represent the number of words in a sentence. The author recommends that at the end of a period of activities the children be asked to recount what they have been doing and what they have learnt. Such generalizations are important for the development of their thinking and prepare them for work in school.

Fo

718. TUMAKOVA, G.: Znakomstvo so slogom. /Beocming acquainted with syllables./

Semya i shkola, 1978, No.2, pp.33-34.
1 photo.

Another article in a series devoted to preparing children to learn to read and write. Previous articles in the series were published in issues No.9 and No. 10 of 1977 and in No.1, of 1978.

Another stage in acquainting children with the sound aspects of words is syllable analysis. The child is taught that a word is composed of several components. The author describes games in which a child pronounces various words as groups of syllables. The child is asked to think of words or to draw objects which have various numbers of syllables, to determine in which part of a word specific syllables are found, etc. Such games during activities periods in kindergartens should last no longer than 10 - 15 minutes.

Fo

719. TUMAKOVA, G.: Zvuki razniye. /Sounds differ./
Semya i shkola, 1978, No.1, pp.29-30.
1 photo.

Another in a series of articles devoted to preparing children for school. The author describes a number of games in which the child recognizes speech sounds as parts of words. That they have a specific place within a word and that one and the same speech sound can be located at the beginning, middle or end of a word. This teaches the child to distinguish individual speech sounds.

Po

10.6 The child and nature

720. CHERNIKOVA, A.: Ukhod za komnatniymi rasteniyami. /Taking care of indoor plants./

Doshkolnoye vospitaniye, 1978, No.5, pp.6-13.
2 tabs.

Taking care of indoor plants is one way in which to teach children to love and take care of nature. In the school preparatory group of a kindergarten, children learn to take care of flowers and how to independently propagate them by cutting. The author provides detailed instructions on how to organise a living nature corner in a playroom. At the beginning of September an activities period can be devoted to acquainting children with the work of gardeners. Indoor plants serve as an object of observation, children compare various plants and draw them. Knowledge on indoor plants can also be taught through various games. The author describes two activity periods in which children planted seedings and cultivated the plants. A calender of activities with indoor plants for the whole year is attached.

Fo

721. ARYEFYEVA, T.: *Vospitaniye dobrikh chuvst v processe obshcheniya detey s prirodoy.* /The education of positive emotions in acquainting children with nature./

Doshkolnoye vospitaniye, 1978, No.3, pp.28-30.

In acquainting children with nature, positive traits and emotions are formed, such as love of the motherland, perception, an attentive attitude towards all living things. In this article a teacher describes occasions which should be made use of for the implementation of these aims: in the kindergarten garden, during excursions and prolonged stays outdoors.

Fo

722. FRANYÓ, L. - LÉNÁRD, G.: Az esés. A só és a cukor.
/The rain, salt and sugar./
Óvodai nevelés, 31, 1978, No.1, pp.26-27.

An article in the "Experiments and observations" column. It describes how differences between rain and snow, between drops of rain and snow flakes are explained to children. Also why it rains and why snow flakes fall are discussed and the natural and physical aspects of these phenomena. The children also observe falling objects and the properties of salt and sugar and their characteristics when exposed to high temperatures or when disolved in liquids. Finally food chains are explained to children and observations of these phenomena organised.

M1

723. FRANYÓ, I.- LÉNÁRD, G.: A magvak csírázása.
/The germination of seeds./
Óvodai Nevelés, 31, 1978, No.2, p.68.

This article is published in the "Experiments and observations" column and describes activities with children on the germination of seeds. According to the instructions provided by the authors, the children first become acquainted with pre-germination and the planting of germinated seeds and then observe these processes. The grown plant can then be used as a decoration within the kindergarten.

Ml

724. FRANYÓ, I. - LÉNÁRD, G.: Tavaszváró hajtás. /Expecting spring shoots./

Óvodai Nevelés, 31, 1978, No.2, pp.67-68.

This article is published in the "Experiments and observations" column, edited by Ilona Szabadi. The authors describe a project in which kindergarten children learn to accelerate the growth of branches and shoots of fruit blossoms and decorative trees and shrubs by temperature control. Observations of this process, which in nature takes place in the spring, can be done indoors during the winter. The teacher should then discuss these observations with the children.

Ml

725. JÓZWIK, A.: Przygotowania do zimy. /Preparing for winter./

Wychowanie w Przedszkolu, 31, 1978, No.9, pp. 460-463.

The author, who is a rural school teacher, describes her experiences with activities undertaken with six-year-old children where her main aim is to cultivate in children an understanding of natural processes and laws of development. She describes how the children help during the potatoe harvest, during the harvesting of vegetables in gardens, learn how vegetables should be cooked, what foods can be made of vegetables, how fruit is sterilized or made into jams and marmelades, how a trip to a market was organised.

Bu

726. NORDHOFF, I.: Wir gehen auf den Friedhof. /An excursion to a cementary./

Spielen und Lerdnen, 1978, No.3, pp.84-86.

The author discusses the problem of whether it is advisable to acquaint pre-school aged children with the fact of death and with problems in this context. In her opinion in a group of five- and six-year-olds it is possible to discuss this subject in a tactful manner and to acquaint children with some of the facts of death. An excursion to a cemetary can serve as the occasion for this purpose. During the excursion the children talk about their experiences in this area. This can serve to a certain extent for the prevention of shock caused by a child encountering the reality of death without any preliminary preparation.

Op

727. Rok dětí v přírodě. /A child´s year in nature./ Základní a rekreační tělesná výchova, 23,1978, No.11, p.2.

1979 has been declared as the International Year of the Child. For this reason the committee on excercises and sports outdoors of the Supervisory Council of the Section for Basic and Recreational Physical Education of the Central Committee of the Czechoslovak Union of Physical Education, together with the editors of the journal, have organised a competition called "A child´s year in nature". The competition is aimed at basic and recreational physical education groups of parents and children of preschool age, as well as younger and older pupils and their physical education instructors. The purpose of the competition is to prepare for groups of children every month at least one activity which would bring them a happy experience, make them more hardy and healthy and improved their physical abilities. The article also describes the conditions for participation in the competition, the method of its assessment and prizes.

To

728. Rok dítěte v přírodě. /A child's year in nature./

Základní a rekreační tělesná výchova, 23, 1978, No.12, p.13.

The editors submit further topics for the month of February within the framework of a competition for groups of children.

To

729. SAWICKA, A.: Wycieczki przyrodniczne wzbogacają obraz Ojoczyzny. /A nature excursion serves to extend the image of the motherland./

Wychowanie w Przedszkolu, 31, 1978, No.6, pp.306-309.
1 photo.

The author describes her experiences with organising nature excursions with kindergarten children.

Bu

730. TAKOVA, N.: Razvitie na poznavatelnata aktivnost u detsáta ot IV grupa pri zapoznavaneto s prirodata. /The development of learning activity in children from the IVth group in kindergardens in becoming acquainted with nature./

Preduchilishtno vazpitanie, 26,1978, No.1, pp.7-12.

One of the basic tasks of acquainting children with nature is the systematic collection of knowledge concerning the seasonal changes which take place in nature. Together with the development of perception and curiosity, children discover an interest in learning and being active. In all forms and methods of work children should be faced with problem situations and the necessity of independently solving various tasks in the area of learning. A great deal of attention should also be devoted to how children acquire the skill of asking questions, whose answers will satisfy their need for knowledge and will influence their opinions.

SV

731. VETSCH, B.: "Ansichten eines Clowns" über das Theaterspielen mit Kindern. /"The opinions of a clown" on playing the theatre with children./
Der Schweizerische Kindergarten, 68, 1978, No.6, pp.262-264.
1 photo.

An interview with Pick, a clown and mime, about his pantomime courses for children. The purpose of these courses is to counteract a consumer attitude in life: children learn to play by themselves with their bodies, perceptions and speech, to use masks and various props. When Pick plays the theatre with children his aim is not to put on a well-rehearsed performance for adults, but rather to make a personal contribution to the development of each child who participates, on the basis of the child's own expression. The article also describes various pantomime games which are suitable for children in a kindergarten.

Po

10.7 A child and the world of technology

732. DZIUBKOWSKA, M.: *Przedszkolak wobec swiata techniki. Wychowanie techniczne aktywizuje dzieci.* /The child in preschool education and the world of technology. Technical education makes the child active./

Wychowanie w Przedszkolu, *31*, 1978, No.10, pp. 498-500.

Technical education has an important role to play in the education of a child. It has the form of play, but at the same time it is education towards work and the acquisition of various work skills. The author cites the example of various games and play in which children learn skills, learn to use various materials, repair damaged toys, participate in excurisons to local factories, etc.

Bu

733. NORDHOFF, I.: Wie sich die Stadt auf den Winter vorbereitet. /How the city prepares for winter./

Spielen und lernen, 1978, No.11, pp.128-130.
5 figs.

The article describes the program of various excursions which aim at acquainting children with preparations for winter in various areas of life. These include looking at winter clothes and at various winter sports equipment in the shops, a visit to a road maintenance yard where the children see machines for snow clearance, salt and sand for overcoming ice on the roads.

Op

734. SPASOV, E.: Iziskavaniyata kam vazpriemaneto i analiza na tekhnicheskite obekti pri konstruktivnata deynost. /The demands made upon perception and the analysis of technical objects in constructive activities./

Preduchilishtno vazpitanie, 26, 1978, No.6, pp. 12-18.
1 photo

The author of the article expresses the opinion, that technical education assumes an interest on the part of children from their earliest age. Typically, children are very curious and have great satisfaction in toys which they themselves make. The teacher has an essential role to play in this process and she should thus know about the demands which this process makes upon analysis and perception. Organised supervision is very important for the development of perception. The children should independently discover the main parts of an object, its specific aspects and spatial design. One of the structural characteristics on the basis of which technical objects can be divided into groups is their functional use. Speech is very important for acquiring technical orientation. The spoken word provides the child with the opportunity to overcome the specific content of a given structure. But if the spoken word is to fulfil its function, it must be precise from a terminological point of view.

Kr

735. VLADOVA, L. - KAZANDZHIEVA, D.: Tekhnicheskoto vazpitanie na detsata ot detskata gradina.
/The technical education of children in a kindergarten./

Preduchilishtno vazpitanie, 26, 1978, No.5, pp. 27-32.
1 photo.

The authors of the article discuss the problem of the technical education of children and postulate several basic tasks concerning its implementation. Teachers should above all acquaint children with the properties of various materials. Children can acquire basic knowledge concerning the structure of various objects such as trains, airplanes, houses, trees, flowers, etc. Children should also learn to distinguish basic geometrical shapes - a circle /the sun/, a square /a house/, a right angle /windows, doors/. In this way also the children's vocabulary is enriched with words belonging to the world of technology. After every session of technical activities the teacher should write down brief methodological notes on the complexity of the subject taught, the extent to which children were interested in the subject, the length of time devoted to the activity, the number of children who participated, the number of those who required help and the difficulties encountered in making an analysis and in independent work. Finally the results of these activities should be assessed.

Kr

11. AESTHETIC EDUCATION

736. FLYORINA, Y.E.: Esteticheskoye vospitanie v sovetskom detskom sadu. /Aesthetic education in a Soviet kindergarten./

Doshkolnoye vospitaniye, 1978, No.1, pp.65-67.

An article originally published in this journal in 1974. The aesthetic education of children in Soviet kindergartens sets for itself the task of developing in children cultural and aesthetic needs and utilizing art for educational purposes. A child should be preoccupied with various kinds of art forms, not only during activity periods, but so that art accompanies them in various life situations. For this reason great care should be devoted towards the aethetical aspect of the kindergarten furnishings and decorations.

The research done by Soviet scholars in the area of children's verbal and visual creativeness have shown the realistic foundation of children's creativity and its dependence upon suitable guidance and teaching. The idea of inner unity between the independent creative activities of a child and its learning is implemented in educational practical work and has brought tangible results.

The creative activities of children are the outcome of preliminary preparatory work, observations, looking at models and becoming thoroughly acquainted with an object or phenomenon before the activity itself is begun.

Po

737. HNÍZDO, V.: Estetická výchova v socialistické společnosti. /Aesthetical education in a Socialist society./

Učitelské noviny, 28/81/, 1978, No.22, pp.3-4.

The author defines the role of aesthetical education in the teaching process at various school levels, as well as its functions in a socialist society in the course of educating a comprehensively developed personality. According to this concept, the development of aesthetical feeling also develops intellect capabilities and has a positive influence on the moral profile of a person. In preschool aged children, aesthetic relations are best formed in the course of play and during small-scale work assignments. The author also discusses problems of aesthetic education at various levels of school. He stresses that in crèches and in kindergartens aesthetic education is carried out in a complex manner and is of excellent quality due to the very good educational training of kindergarten teachers. At other levels of school, however, the situation is less satisfactory. The mass communications media do not fulfil their role properly; they should help the family in the aesthetic education of children in primary and secondary school. Also in the production of toys and clothing for children it is still possible to find things in poor taste; aesthetic education at institutions of higher learning is entirely inadequate.

The author also formulates the requirements of effective aesthetic education, stresses its significance in the utilization of leisure-time of children and youth and asks that international cooperation in this area be improved.

Hn

738. HONIG, A.S.: Aesthetics in Asian Child Care Settings.

Childhood Education, 54, 1978, No.5, pp.251-255. 3 figs., lit.1.

The author provides information gained during a trip made by a group of 30 preschool educators to child care facilities in Japan, Hong Kong and China in 1976. The aim of the trip was to study the quality of aesthetic education in preschool facilities /crèches, day-care centers, kindergartens/, as well as in hospitals, full-time child care institutions and in schools. The author stresses that the aesthetic climate which surrounds the child depends upon a number of ecological factors /the attitude towards beauty in nature, opportunities to learn to love art and to create it, education towards listening to music, opportunities to listen to music and rythms, as well as education towards good taste in clothing, food, harmonious activities and recreation, visits to cultural institutions, aesthetic living conditions/.

1. Areas for play and living

In China there is typically a lack of special areas for play and rest. Playgrounds, however, provide sufficient space for games, swimming and for various sports. In Hong Kong the children had enough space for play and rest and in Japan they also had large areas in which children could freely play outdoors.

2. Decorations, art and toys

In China the interiors of kindergartens were found to be very monotonous. During art periods, children only drew machines and ships and urban children cut out paper dolls. In teacher training institutions the students made magnificent artifacts /both abstract and figural/ by cutting and pasting paper. Pediatric hospitals, in contrast to preschool child care facilities, has a sufficient amount of toys and the rooms were more like play-rooms than sick-rooms. Both in Hong Kong and in Japan preschool facilities with beautiful and colour ful toys, the classrooms were were equipped/decorated with posters, children s drawings and with flowers. In Japan, aesthetic education is on a very high level - lunch is served in kimonos, the children have beautifully furinished play areas, tea ceremonies are organised for visitors with the children participating. Japanese kindergartens also are equipped with puppet theatres with painted curtains, decorations and puppets which the children themselves have made.

3. The theatre, musical and dance creations

Education towards dramatic and musical expression, as well as dance and pantomime, carried out in colourful and beautiful costumes, is of a high quality in China. Culture in the sense of a public appearance is cultivated in children since a very early age, both in preschool facilities and full time child-care institutions, where classical ballet, the recitation of poetry, playing theatricals, dancing folk dances, playing the piano, participation in choires are all accessible to children from 3 to 20 years of age. In Japan and Hong Kong kindergartens concentrate on the production of puppet plays, the dramatisation of fairy tales and the symbolic expression of myths.

4. Musical education

In China musical education is on a rather high level; it uses both traditional instruments /such as the arrhu/ and modern ones. A large number of choires and orchestras exist, made up of preschool aged children. The great majority of songs sung concern the cultural revolution and are of a political nature.

5. Taking care of the natural environment and the aesthetics of nature

In Japan the growing and arrangement of flowers /ikebana/ have a long tradition. This style is manifest everywhere and children in kindergarten learn its foundations.

In China this style is almost non-existant - the aesthetics of the natural environment play a miniscule role and the children help in the school garden only during the harvesting of vegetables.

6. The aesthetic . value of food in all three countries is of excellent quality due to long traditions in this area. Food is made for preschool aged children at home and is brought to the kindergarten by each child in a box.

7. Clothing and shop window displays

In China there is a marked contrast in the clothing worn by small children and adults. Children are dressed in beautiful and colourful clothes of very good taste, while adults are dressed in what are essentially uniforms. In

Japan and Hong Kong the clothing of both children and adults is of a high aesthetic value , as are shop window displays.

Hn

739. FOZMA, K.: Az ábrázolás pszichológiai kérdései. Műalkotások az óvodában. /Ötödik befejezo rész/. /The psychological aspects of art work. Teaching art in kindergartens - part V./
Óvodai Nevelés, 31, 1978, No.6, pp.211-217.
14 figs.

The article provides an analysis of this subject-matter and the supervision of art work in kindergartens. The author also reports on the findings of a project which concerned confrontations with works of art and making contact with them. A work of art should influence the consumer spontaneously and a consumer of art should rely on his spontaneous reaction and not his intellectual analysis. Also the problem of creative potentialities and their manifestations are discussed, as well as what critical attitudes should be taken and how to assess the value of a work of art. This depends on the manner in which the work of art contributes to the development of mankind.

Ml

740. MIKEŠOVÁ, E.: Estetická výchova v mateřské škole.
/Aesthetic education in kindergarten./
Predškolská výchova, 32,1977-78, No.9, pp.
265-266.
2 photos.

The author describes her experiences with a folkloristic song and dance ensemble from the Haná region of Czechoslovakia, called Zrnéčko /Little grain/. The ensemble has 20 members, aged between five and six years. Its repertory is guite large, because if the interest of the children is to be maintained, new items must continually be added. The program is based on children´s play and improvisations. The ensemble was awarded second place in a district festival of amateur art activities and third place in a regional competition. It also participated in the Stražnice Folklore Festival and cooperated with Czechoslovak Television in making a program called Throughout the Year in Moravia. Also local citizens groups ask the ensemble for performances: the children sing and dance when new citizens are welcomed and when various marriage anniversaries and birthdays are celebrated. The teachers, in working with the ensemble, stress the development of a love of folk art and positive emotional relations. The children are guided towards subjecting their own demands, behaviour and requirements to the interests of the group.

Fo

741. PALENČÁROVÁ, E.: Niektroé metódy a formy estetickej výchovy v materskej škole. /Some methods and forms of aesthetic education in kindergartens./

Predškolská výchova, 32, 1977-1978, No.8, pp. 224-226.

A teacher describes her experiences and results in teaching music, the visual arts and literature. During music periods the children not only sing, but also listen to music, to musical riddles, become acquainted with musical instruments, etc.

Po

742. SHEYTANOVA, T.: Isskustvo v zhizni detey. /Art in the life of children./

Doshkolnoye vospitaniye, 1978, No.8, pp.96-98.

The author provides information on the program of aesthetic education as it was approved by the VIIIth extended plenary session of the Committee for Art and Culture in Bulgaria. The program stresses the necessity of systematically using art in the education of children, from an early age until adulthood. A number of measures are cited, which include the forming of special works of art addressed to children of various ages. The program pertains to all forms of art for children, including fiction, music, the theatre, films, the visual arts, illustrations of books for children, architecture, and the artistic interior decorations of institutions for children. The main trend of the program is the democratization of art for children, as well as increasing the care devoted to talented children.

Po

743. TIMÁR, J.: *Ismerkedés az István király mízeummal és a gyermekkönyvtárral.* /A visit to the King István Museum and to a library./
Óvodai Nevelés, 31,1978, No.1, pp.22-24.

The author describes a visit to the museum cited in the title, how the children became acquainted with this new environment, how the children observed the exhibits and what impression they made on them. Later, games were organized on themes seen in the museum, for instance the coronation of the king. The children also made drawings of what they saw in the museum and after an interval of time had passes they returned to their museum visit in the form of a discussion of what they had seen.

The author also describes a visit to a library, where the children looked through various journals and books of fairy tales. They borrowed some phonograph records to play in the kindergarten and also drew pictures of what they had seen.

Vl

744. VADINSKÁ, D.: Estetická výchova v jednotřídní mateřské škole./Aesthetic education in a single-class indergarten./

Predškolská výchova, 32, 1977-1978, No.10, pp. 294-296.

Single-class kindergartens are usually found in rural areas where children come into direct contact with nature and the kindergarten teacher can make full use of the natural environment for aesthetic education. Children usually come to such kindergartens for the duration of 3 to 4 years. Thus the teacher can get to know the children very well and this is very positive for differentiated work with them. She usually works with three groups, formed on the basis of the children's age, but the organisation and style of activities depends upon the maturity of individual children.

The author goes on to describe her experiences with dividing the children into groups and the organisation of activities in art work, music and becoming acquainted with fiction. Dividing the children into groups teaches them to be organised and prepares them for going to school.

Vo

745. VLADIMIROVA, T.: O vozdeystvii khudozhestvennoy literatury i muzyki. /On the influence of fiction and music./

Doshkolnoye vospitaniye, 1978, No.1, pp.40-44.

The author provides information on the findings of a research project which served to verify methods of using fiction and music for the development of mutual relations among children. The aim of the project was also to arouse in children artistic emotions, to provide them with specific moral ideas, to teach them to distinguish what is good and bad behaviour and to implement all this in their mutual relations. The author chose works recommended by the program of educational activities, which were accessible to children, would provoke an interest in art and also an emotional reaction. In the final part of the article the author cites various songs and short stories and describes her use of them, how the children reacted and how this influenced their behaviour. The author comes to the conclusion that fiction is one of the most effective educational methods available for the development of friendly relations among five-year-olds.

Po

11.1 General questions

746. HŰVÖS, É.: Gondolatok a nevelés és a kreativitás összefüggéséről. /Some considerations on the connection between education and creativity./ Óvodai Nevéles, 31, 1978, No.6, pp.205-209.

Creative curiosity and self-realisation form the essence of creativity. The task of kindergartens is to form such conditions in which the creative capacity of children will develop as much as possible. The author also stresses the importance of impressions and new experiences which occur in the framework of this process. Supervising children's questions is very important. In this context the author discusses the relation between the educational superivision of children and their independence, the importance of praise from an adult in the course of education, as well as the necessity of teaching the child to be able to cope with a lack of success. In conclusion the author stresses the beneficial influence of doing pantomimes with children, to develop their creativity.

Ml

747. HYNKOVÁ, A.: Estetická výchova v přípravném oddělení. /Aesthetic education in the preparatory group./

Predškolská výchova, 32, 1977-78, No.11, pp.319-320.

A teacher describes the results she obtained in aesthetic education in the preparatory group of a kindergarten. Due to a lack of time it is impossible to acquaint the children with all works of fiction mentioned in the program of educational activities. For this reason the author acquaints parents with this literature at meetings held with them and asks them to cooperate with her; she also explains to parents how to proceed.

The children in the preparatory group recieve small assignments as homework. Their purpose is to teach children responsibility for fulfilling school obligations and also to excercise various skills they have learnt, when there is not enough time in kindergarten. Very often the assignment is to draw something at home. In this way knowledge gained in the kindergarten is supplemented or sometimes preparations for new learning which will take place the next day are done at home. Play periods also provide various opportunities for aesthetic education.

No

748. JONES, S.: Good Things for Babies.

Boston, Houghton Mifflin, 1975, 176 p.
Review: Childhood Education, 54, 1978, No.4, p.276.

This book is written for future parents as an aid for the motor, aesthetical and musical education of infants. The instructional nature of the book is provided by the fact that it contains numerous illustrations accompanied by brief descriptions of the activities to be carried out. The author provides methodological instructions on how to correctly bathe the child, feed it, dress it, play with it and put it to bed. It also provides a survey of suitable and dangerous toys and informs parents on books concerning the musical education of babies. The author stresses the need for mothers to devlote themselves fully to their child during the first year of its life; during this time they should above all play with the child and stimulate its mental and motor development.

Hn

749. KALMÁR, M.: A kreativitásfejlödés jelentősége a személység alakulásában. /Manifestations of creative capabilities in the development of the personality./
Óvodai Nevelés, 31, 1978, No.2, pp.53-57.

The development of creative capabilities is discussed in the context of preschool education in kindergartens.

Poo

750. KIRILLOVA, G.: Podrazhaniye i samostoyatelnosti v slovesnom tvorchestve. /Imitation and independence in verbal creativity./

Doshkolnoye vospitaniye, 1978, No.12, pp.63-68.

The problem of forming the creative activity of preschool aged children on the basis of their capability of imitation is timely and as yet unsolved. On the basis of research project, the author attempts to determine the relation between imitation and independent activity in the verbal creations of seven-year-olds. The children were given three tasks: to make up the continuation of a short story, to make up a short story on a given subject, and then to make up a short story on a subject of their own choice. On the basis of observing these children during activity periods and on the basis of an analysis of their telling their stories, the following conclusions were arrived at: imitation and verbal creativity in children between 6 and 7 years of age are mutually interconnected and can not be separated. One of the factors which influence the dynamics of the relation between imitations and independent creativity are skills in talking. The better this skill, the more elements both of independence and creativity are present. Imitation of a literary text during the first stages of verbal creativity is a positive phenomenon, since it contributes to the development of independence and activity. It is, however, necessary for the teacher to purposefully and in an organized manner supervise the creativity of children.

Po

751. KOPÁL, J.: Literatúra a umenie pre najmenších. /Literature and art for youngest age groups./ Zlatý máj, 22, 1978, No.7, pp.467-470.

Recently the attention of both critics and scholars has been concentrated on literature for preschool aged children. It is at this period in the life of a child that basic aesthetic feelings are developed, as well as the foundations of a world outlook and the character traits of the personality. The symbiosis of speech, music, movement and the visual arts tends to have a very intensive effect on a child.

Ku

752. KOZMA, K.: Az ábrázolás szerepe az óvodás korú gyermekek életében. /The role of the imagination in the life of preschool aged children./
Óvodai Nevelés, 31, 1978, No.2, pp.47-53.

The author discusses the development of creative capabilities in the course of kindergarten attendance, as well as the role of the imagination and its development in the course of preschool education.

Poo

753. SPILKOVÁ, J.: Pět let tanečního souboru. /Five years of a dance ensemble./
Predškolská výchova, 32, 1977-78, No.7, p.205.

The author provides information on the activities of a girls´ dance ensemble organised by the district committee of the Socialist Union of Youth in Brno II. The kernel of the ensemble is formed by young teachers who began as a dance ensemble of the Pedagogical School at Boskovice and specialize in dances from the Horňácko region. Recently, the ensemble has begun to concentrate on helping the course of teaching. They have prepared a series of three programs for children, made up of folk dances, songs, recitation of verse and telling of stories. The aesthetic aspects of each performance are stressed: they aim at expressing the beauty of movement, of folk costumes, melodies, verse and tales.

Fo

754. TIMÁRNE-SZABÓ, J.: A művészetek megismerésének nem új, de mar feltárandó útja. /Methods of approaching art, which are not new, but so far innovative./ Óvodai Nevelés, 31, No.3, pp.90-93.
Bibl.

The author describes the specific situations organised to make possible the observation of the effects of visual and aesthetic education upon young children. First the terms visual and verbal culture are defined and mutually compared and the process of learning verbal culture described. There is a lack of properly researched methods for teaching visual speech, especially for the period of life when perception is very intensive - in childhood. The author describes his own method of education in art perception, on the basis of selected works of art from the XXth centruy.

Va

11.2 Musical education

755. CARLBERG, B.: Barnens musikalista värld. /A child's musical world./
Förskolan, 61, 1978, No.10, pp.28-29.
2 figs.

The article discusses a book of the same title. In modern times a descreasing amount of time is devoted to common singing or playing of music or listening to music in families. A child who before coming to a kindergarten has no experience with music, should have the opportunity of thoroughly becoming acquainted with the external stimuli which music provides. For many children a sense of rhythm or talent for music is discovered only in kindergarten. The joy and spontaneous approach to music found in children should be made use of and the musical and aesthetical feelings of children supported and developed.

Hai

756. TSENOV, A.: Detskite narodni muzikalni igri - sredstvo za vazpitavane na interes i lyubov kam narodnata muzika. /National musical games for children- a means for education towards an interest in and love of national music./
Preduchilishtno vazpitanie, 26, 1978, No.6, pp. 19-23.Lit.2.

The author of the article provides an analysis of musical games and their influence on the education of a preschool aged child and on this basis formulates several principles and tasks which follow from this. National musical games for children should serve above all to develop musical hearing and a musical and emotional reaction to various types of national dances. They should also serve to develop metrical and rhythmic feeling. At the same time also the typical movements and dance steps of national dances should be taught. National musical games for children should also bring positive active development and associations, which are especially important in the perception and learning of musical and artistic patterns which can be found both in these games and in national music. The basic educational and musical education tasks indicated above, which should be fulfilled through children's national musical games in kindergartens, also determine the criteria for their selection and systematisation.

Kr

757. DAMPORSKÁ, M.: Hudební výchova kojence očima lékaře. /The musical education of infants as seen by a physician./
Predškolská výchova, 32, 1977-78, No.6, pp. 158-159.

A very young child is capable of distinguishing changes in its surroundings. Suitably prepared musical periods will cause the infant to relax and to express joy and satisfaction. They also stimulate its motor activity and voice utterances and develop its attention and concentration. They provide an opportunity for cultivating positive cultural habits.

Wo

758. FEDOROVOVÁ, J. - TUČKOVÁ, M.: Hudební výchova v jeslích. /Music education in crèches./
Predškolská výchova, 32, 1977-78, No.12, pp. 344-345.
1 photo.

Experiences gained in a teaching crèche, where a system of educational work for crèches has been verified, are described in this article. 40 songs and 15 nursery rhymes were selected which the nurses in the crèche first learnt. For children under two years of age, in the majority of cases the nurses either sang or played on a recorder flute. Children over two years of age have daily musical and movement periods and once a week a period of musical activities.

During the autumn the nurses visted a kindergarten to learn about musical activity periods and how to develop the children's musical capabilities. A metalophone has proven to be most suitable for the needs of crèches. A set of songs arranged for this instrument has been published in the form of methodological worksheets for all crèches in the city of Prague.

Po

759. GÖSSLOVÁ, M.: Význam hudebních rozcviček pro celkové utváření osobnosti dítěte. /The significance of musical exercise periods for the forming of a child's personality./

Predškolská výchova, 32, 1977/78, No.8, pp. 228-229.
2 photos.

The article describes the experiences of a crèche, where the nurses used recorded instructions for exercises set to music /Lets Excercise with Music by J. Berdychová/ during excercise periods. This recording was originally made for older children, but the nurses adapted individual excercises to the requirements of younger children and saw to it that the children breath properly, have adequate nerve-muscle coordination and correct posture. During excercises with music the attention of the children improved, as well as their activity; they soon learnt which excercises should be done to which passage of music. They wanted to repeat the excercises during the day and even asked to excercise at home.

Excercise, accompanied by music, strengthened the relations existing between the nurses and children and caused the children to look forward to coming to the crèche. Also when other music was played, the children tended to improvise simple rhythmical movements, and expressed joy in movement.

Fo

760. HOLEŠOVSKÝ, F.: Polský pohled na výzkum rozvoje hudební výchovy v předškolním věku. /The Polish view of research on the development of musical education in the preschool period./

Estetická výchova, 19, 1978, No.4, pp.91-93.

K.Lewandowska has attempted to sum up in the form of an article the findings of some European research on this subject. She divides her survey of reserach concerning musical education in the preschool period into three parts: the development of a musical ear, musical thinking and a musical sense of rhythm. Research findings have confirmed that preschool aged children have an emotional attitude towards music and this forms positive conditions for the intensive teaching of music.

Ku

761. JAKALOVÁ, L.: Výchovné koncerty v materských školách. /Educational concerts held in kindergartens./

Predškolská výchova, 32, 1977-78, No.5, pp.140-141. 2 photos.

Educational concerts held in Levice, where the local Pedagogical School organises them for the kindergarten, are described. Sometimes the concerts are based on a single theme which runs through the whole program, while at other times they are made up of various shorter pieces. Another type of concert aims at acquainting the children with various types of instruments, improving their sense of rhythm, etc.

The children should always be prepared for the concert in advance. At Levice they receive a handbill where individual items of the concert are designated with the help of pictures. The handbill also serves to revive the children's recollections of the concert and many of the drawings evoke the memory of a piece of music. After the concert there is a discussion with the children so that the organisers are able to determine which pieces they liked the best. Letting children spontaneously express the impact of the concert has made on them by singing a song or dancing or drawing a picture has proven to be a good idea. In conclusion the author describes one such concert, prepared by the students.

Fo

762. JISTEL, P.: Hudební výchova v dětských kolektivních zařízeních. /Musical education in collective child care institutions./

Československá pediatrie, 33, 1978, No.1, pp. 41-43.
2 appendixes.

The article sums up the experiences gained in implementing systematic musical education in the crèches of the North Bohemian Region. The musical education of very young children includes hearing excercises, listening to music and singing, singing, musical movement periods and learning to play an instrument easily mastered by children. Musical activities are carried out at the perception, reproduction and production level. The author also provides information on various activities which have taken place in the period between 1972 and 1976 to help musical education in crèches: seminars and instruction courses for nurses, the publication of a song book for crèches, developing an all-year program of music education activities and the preparation of methodological worksheets for individual months of the year. The appendixes include lists of non-traditional musical instruments suitable for musical education in crèches and the description of a musical education period which includes the musical score of a song.

Mi

763. KIN-FOUGNIES-LAMONTAGNE: *Méthodes actives de sensibilisation musicale et rythmique a l'École Maternelle.* /Active methods of developing musical and rhythmical sensibility in a kindergarten./

L'École Maternelle Belge, 1978, No.3, pp.109-116, No.4, pp.169-175.

In this study, which is being published as a series of articles, the authors continue in what has already been published in 1977/No.2/; here they acquaint the reader with new trends in musical education, which can be applied to the preschool age. The article printed in No.3 deals in detail with the MARTENOT method, which has been inspired by the development of music in the course of history. It includes four independent components: rhythm, singing, listening and improvisation. In all these components during the preschool period, play should be used. Two examples for use in practical activities in a kindergarten are cited in detail. The article published in No. 4 brings descriptions of the methods used by F. Kodaly and K. Orff. Kodalý's method can be summed up in four parts, which include the following: 1. the cultivation of hearing /melody, rhy [illegible], timbre, polyphony, polyrhythms/, 2. the cultivation of musical intelligence /understanding the language of music, the reading and writing of notes/ and the development of musical memory and rhytmic and melody improvistaions. 3. the cultivation of emotions and aesthetical feelings, 4. the cultivation of the hand by playing a musical instrument. The article contains examples of methods used when teaching children in a kindergarten how to sing.

As far as the Orff method is concerned, the authors concentrate on musical education of children through playing an instrument. They describe work procedures with an orchestra composed of children.

Mi

764. KREJČOVÁ, J.: Hudba zdrojem radosti. /Music as a source of joy./

Predškolská výchova, 32, 1977-78, No.12, pp.342-343.

The experiences of a teacher who includes in musical education periods various motivated games and stories accompanied by movement, musical fairy tales and games based on rhythm and correct hearing. In the course of the day she includes brief musical periods and music is used during physical education, as well as for inspiring art expression. In a mixed group the author has found it best to divide children into groups according to their capabilities and not to insist on division according to age.

Cooperation of teachers within groups and between various groups in the kindergarten is a prerequisite of good work.

Fo

765. LINMOVÁ, A.: Jihlavští Ježci. /The Ježek Ensemble ffom Jihlava./

Predškolská výchova, 32, 1977-78, No.8, p.233. 1 photo.

A report on the activities of a choir made up of children from kindergartens in the town of Jihlava. Members of the choir are children between the ages of 3 to 6 years. The children first become acquainted with the songs they sing from the point of view of their rhythm and intonation. Also various musical games are played, because rehersals must be interesting for the children. The children like various nursery rhymes and some of the musically more mature children have even composed their own nursery rhymes and composed a melody to accompany them.

Fo

766. LOPATINA, M.: Khudozhestvenniye illyustratsii na muzikalnikh zanyatiyakh. /Artistic illustrations during musical education periods./

Doshkolnoye vospitaniye, 1978, No.9, pp.109-110.

A music teacher recommends the use of pictures and illustrations during music education periods, especially with younger children. Pictures dealing with the subject-matter of songs arouse an interest among children and help them to understand the content of the music. Together with the use of pictures, various didactical games can be played, for instance from among several pictures the children are asked to chose the one which coincides with a piece of music being played.

Fo

767. PLATT, P.: Music in the Life of a Child.

Early Childhood Education, 11, 1977-1978, No.1, pp.13-21.
1 fig., 3 tabs., lit.5.

The author reports on a project to study musical education among preschool aged children, especially five-year-olds and the outcome of experiments using innovative techniques in teaching music in kindergartens. In this study she follows the development of a child which since earliest childhood has been acquainted with music. Attention is concentrated to three areas: the development of skills, notions and the child's attitudes during the course of four and half years. The child was able to master the singing of a melody in the lower octave, with the exception of E and F, up to a middle C. It is able to sing with good rhythmical precision and to express music by movement and has quite food hearing capabilities. In the area of developing musical notions the child understands notions connected with a melody, rhythm, tempo, timbre and dynamics. The child was able to express these notions verbally /for instance higher, lower, rising, going down, long, short, slower, faster, louder, more quite/. The notion of harmony and disharmony was expressed by describing sounds which wound or do not wound our hearing. The child was aware of some of the aspects of tonality, did not like all kinds of music, but its general approach to music was more disciplined than the attitude of an untrained child of the same age. When singing with other children the experimental child demonstrated greater concentration and precision. It liked to make music with others, found satisfaction in music, which has become a source of joy and happiness. The mother, who had no musical education of her own, sang and danced with the child since early childhood.The author stresses the importance of the family environment, which greatly influences the musical development of the preschool aged child.

Hn

768. PODOLSKA, B.: O miescie muzyki w życie i wychowaniu dziecka. /The place of music in the life and education of the child./

Wychowanie w Przedszkolu, 31, 1978, No.1, pp.29-32. 2 photos, lit.3.

The author stresses the great importance of musical education for the development of the child from an emotional and educational point of view and cites various forms of this activity for various age groups.

Bu

769. PROŠKOVÁ, G.: Chvilky s hudbou pro mateřské školy /2/. /Moments with music in kindergarten - /2/./

Estetická výchova, 1977-1978, No.6, p.149.

The author describes how when telling children fairy tales in kindergarten she teaches them songs; she also repeats songs which the children already know and trains them in triple counterpoint. On the basis of their rich imagination the children imagine that they are in the forest and talking to various animals; at the same time they devote some time to various physical excercises. In some other activity period the children can draw or paint this situation.

Ku

770. PROŠKOVÁ, G.: Chvilky s hudbou pro mateřské školy /3/. /Moments with music in kindergarten /3/./

Estetická výchova, 1977-1978, No.7, p.189.

During the telling of a story the children can sing or do excercises. They make up names for various animals, learn something interesting about life in nature, learn to distinguish various types of mushrooms and excercise their singing skills. Activity periods accompanied by music form a very suitable supplement to musical education.

Ku

771. RYBOVÁ, V.: Jarní koncerty. /Concerts in the spring./

Učitelské noviny, 28/81/, 1978, No.23, p.3.

On the basis of cooperation between the District Association of Teaching Staff /its study center for preschool education/ and the Popular School of Arts, a concert was organised at the beginning of May in which over one thousand children from the city of Hradec Králové participated. During performances by pupils and teachers from the Popular School of Arts the children heard violin playing, piano playing etc. The function of musical education in kindergartens is to make use of all the advantage which music brings and to capture the natural interest that children have in music, as well as to develop their own musicality. Teachers in kindergartens assessed the concert in a very positive manner and praised the cooperation with Popular Schools of Arts.

Hn

772. SEDLÁK, F.: K hudebnímu vývoji dítěte předškolního věku. /Towards the musical development of preschool aged children./

Predškolská výchova, 32, 1977-1978, No.6, pp. 155-157.

In the musical development of a child, its environment and organism should be approached in dialectical unity. However, the decisive factor is a stimulating environment and education. Recent research has indicated that at a preschool age children provide great opportunities, as far as their musical capabilities are concerned. Besides hereditary and inborn influences, such factors as time, their age and musical environment are very important. The foundation of musical capabilities is a talent for music. For carrying out the tasks of general musical education it is, however, sufficient if a child has a bare minimum of musical talents, which all mentally and physically healthy children have. The author describes in detail the development of musicality in a child during the first ten years of its life and comes to the following educational conclusions: singing should be undertaken in smaller doses, but very often; musical education should be in the nature of complex play in which all musical activities are undertaken; a synthesis of words, music and movement are most completely providèd by Orff's musical and educational work.

Po

773. SEROVA, V.: Rol muzikalno-didakticheskikh igr v soverhens tvovanii muzikalnogo razvitiya detey. /The role of musical educational games for the improved musical development of the child./
Doshkolnoye vospitanie, 1978, No.10, pp.115-117.

Musical educational games are in many aspects similar to locomotion games. However, the aim of these games is to develop musical hearing. The content, structure, play-like elements and rules of the games aim at systematically and in a planned manner teaching the child to distinguish hight, rythms, dynamics and the timbre of music. The author describes several such games.

Fo

774. TÓTH, J.: Népzenei és műzenei válogatások.
/Selecting folk and classical music. /
Óvodai Nevelés, 32, 1979, No.1, pp.7-9.
Bibliog.

The author discusses the influence of music on the education of children and the fact that systematic listening to music influences the development of the personality. The selection of compositions for musical education should depend on the age of the children and should take into account the fact that children listen to music also outside the framework of musical education. The author describes her own practical experiences with singing to children and playing the violin for them.

Va

775. VOLKOVA, L.: Formirovaniye samostoyatelnosti detey na muzikalnikh zanyatiyakh. /Forming independent attitudes of children during music education periods./

Doshkolnoye vospitaniye, 1978, No.8, pp.122-124.

Iniciative and creativity can be developed in children during all forms of music education: when listening to music, during singing, movement according to music and during play on various musical instruments. Each of these activities presents its own specific opportunities and requires of the teacher a selection of methods in accord with the age of the children. The aim should be to teach the child to independently undertake various musical activities.

On the basis of examples, the author demonstrates how it is possible to develop the creativeness of children when listening to music and in movement according to music.

Fo

776. WIEMAN, M.: Kongres rytmiky w Genewie. /A Congress on Rhytmic Education, held in Geneva./

Wychowanie w Przedszkolu, 31, 1978, No.1, pp.25-29.

A report on an international congress held in Geneva, at the birthplace of the famous educator Delacroixe. The article also describes in detail methods of musical education which were discussed at the Congress.

Ru

11.2.1 The development of musical talent

777. BAYLESS, K.M. - RAMSEY, M.E.: *Music: A Way of Life for the Young Child.*
St. Louis, The C.V. Mosby Company 1978, 308 p.
Review: Childhood Education, 54, 1978, No.3, p.151.

Music can serve to enrich the life of the preschool aged child, to extend its experiences and to develop its cognitive skills. The book provides a survey of both theory and practical methods for teaching the preschool aged child music.

Hn

778. CAUNES, A.: *Il n'y a pas d'enfant prodige.* /There are no miraculous children./
L'Education, 1978, No.343, pp.13-14.
1 photo.

The article is written in the form of an interview with harpist Lily Laskine concerning premature maturity in music. In the opinion of this musician, miraculous children do not exist, but only children who are highly specialized and supported in this specialization by their parents or educators. It is on this basis that he also explains Mozart's so-called genius. The author goes on to describe her own work with children and cites examples of contacts with children and their parents.

Pár

779. PROŠKOVÁ, G.: Chvilky s hudbou pro mateřské školy. /Moments with music in kindergarten./

Estetická výchova, 1978, No.5, p.133.

A successful attempt to functionally combine voice and hearing exercises with poetic recounting. Fairy tales provide practical subjects for methodological work. The children learn to imitate in simple verse and songs the voices of animals, on the basis of instructions from a teacher. The story of how the animals were seeking their mother is easy to understand and attractive for the children. It can thus become a welcome aid in developing their musicality. The children carry out breath and voice excercises on a five-tone scale in various voice positions and train the pronunciation of vocals while learning to sing individually and in groups.

Ku

760. RÖÖSLI, J.: Spiel und Musik. /Play and music./

Der Schweizerische Kindergarten, 68, 1978, No.10,
pp.446-449.
2 figs., 2 photos, lit. 3.

The author discusses the complex, yet narrow relation between play and music, both in ancient cultures and in the present. The play of young children is often accompanied by sound expressions, which when they are often repeated attain elements of a song. At present, songs are losing their hitherto unique status because the child only rarely actually hears an adult singing. This function has been taken over technical media, such as radio, TV, and recorded music. This large quantity of acustic influences, however, tends to surpress the musical activity of the child, rather than arouse it. The author also describes some locomotion games accompanied by singing and provides various suggestions for making use of Orff´s musical instruments.

Po

11.2.2 Musical activities

781. BERDYCHOVÁ, J.: Říkadla a písničky pro nejmenší. /Nursery rhymes and songs for youngest children./

Základní a rekreační tělesná výchova, 23, 1978, No.12, p.14.

The final installment of a store of nursery rhymes which are suitable for musical locomotion education of preschool aged children.

To

782. DZERZHINSKAYA, I.: Nauka-praktike. /Theory for practical activities./

Doshkolnoye vospitaniye, 1978, No.1, pp.83-84. 1 photo.

Information on the activities of a laboratory for aesthetical education at the Scientific Research Institute for Preschool Education.

The main task of the laboratory is to develop a system of aesthetical education for use in kindergartens. The laboratory has already prepared a syllabus for aesthetical education which includes varied activities for children, including play, games, work and life-styles in preschool education facilities. This is the result of the complex education of the creativity of children from two to seven years of age in the course of various activities concerned with art forms, such as music, the visual arts, theatrical arts and recitation of poetry. The staff of the laboratory have developed new effective methods of encouraging creative talents and they have proven the possibility of the gradual forming of productive creativity among children in various art forms.

Doctor of pedagogical sciences N.A. Vetlugina devotes her work to problems of musical education on a broad scale. The laboratory is also concerned with the design of furnishings in kindergartens, which should be in accord with aesthetical requirements.

The staff of the laboratory have prepared for publication a number of collected papers, monographs, and have co-authored textbooks for pedagogical schools and for faculties of preschool education. The findings of their work has been reported to various scientific and practical conferences in which they participate, together with various categories of preschool educators.

Po

783. FULIN, A.: L'enfant, la musique et l'école.
/The child, music and school./
Bruxelles, Labor 1978.
Review: L'École Maternelle Belge, 1978, No.4, p.193.

This book is the first volume in a series devoted to musical education. It contains basic information on practical musical education in school and in kindergarten.

Ml

784. KOLLÁRIKOVÁ, V.: Pesnička je kľučík zlatý, ňou se srdce otvára ... /A song is a golden key, with it you can unlock the heart..../
Predškolská výchova, 33,1978-1979, No.4, pp.115-116.
2 photos.

Information on a model activities period in musical education. It contains rhythmic exercises, singing, listening to music. Movement to music and musical and movement dramatization.

Fo

785. MATLINA, A.: Muzikalnoye vospitaniye v rannom detstve. /Musical education in early childhood./

Doshkolnoye vospitaniye, 1978, No.4, pp.123-125.

Methodological instructions on how to use ostensive methods, pictures and toys during activity periods in musical education with very young children. During the course of all types of musical activity and during systematic play and games they contribute to the comprehensive development of the child, they bring it new musical impressions, stimulate it to imitate and to learn a whole series of skills which are included in the syllabus of educational activities.

Po

786. RYBOVÁ, V.: Semínko lásky ke zpěvu a hudbě je zaseto. /The seeds of love for songs and music have been sown./

Predškolská výchova, 33, 1978-1979, No.4, p.119.

Information on a festival of choirs made up of children from kindergartens in the district of Hradec Králové. The audience was first introduced to various choirs which it then, during the course of two hours, heard in a concert.

Po

787. VYSOCKÁ, N.: Hrajeme na zobcovou flétnu. /Lets play a recorder flute./

Predškolská výchova, 33, 1978/1979, No.4, pp.109-110.
1 photo.

The article describes the experiences a teacher who wished to verify if preschool aged children can learn to play the flute. She worked individually with groups of 4-6 children. The children learnt to form tones and considered playing an amusement. They learnt to play several songs and together with a choir of other children have formed an ensemble which also sings, recites poems, dances and plays Orff's instruments at public performances.

Po

11.2.3 Receptive musical education

788. BERDYCHOVÁ, J.: Říkadla a písničky pro nejmenší cvičence. /Nursery rhymes and songs for youngest participants of physical education./

Základní a rekreační tělesná výchova, 23, 1978, No.11, pp.9-10.

The author stresses the importance of the locomotive development of the child, which should go hand in hand with its mental development. The type of movement the child does is also important, as well as how these movements are executed. One of the most popular forms of locomotive education is in combination with music. The teacher makes use of rhythmical movements based not only on verbal and sung accompaniment, but on the sounds of various musical instruments which tend to inspire children. The texts of nursery rhymes should be carefully chosen. The author cites a number of examples of texts which have proven to be useful for this purpose, by various authors.

To

789. BERDYCHOVÁ, J.: Říkadla a písničky pro nejmenší. /Nursery rhymes and songs for youngest children./ Základní a rekreační tělesná výchova, 23, 1978, No.11, p.11.

A continuation from issue No.10 with more texts of songs which are suitable for musical and locomotion education of preschool aged children.

To

790. DVOŘÁKOVÁ, H.: Hudebně pohybová výchova. /Musical and locomotion education./

Základní a rekreační tělesná výchova, 23, 1978, No.12, p.5-6.

The aim of a lesson in musical and locomotion education is to extend musical and locomotion skills by the repetition of two previously learnt dancing games and learning two new ones, as well as playing "riddles" and doing brief improvisations whose purpose is to teach children to react readily to a musical stimulus.

To

791. KAZMIERCZAK, R.: Synestezja muzyki z plastyką. /The synesthesia of music and the visual arts./

Wychowanie w Przedszkolu, 31, 1978, No.1, pp.33-36. 4 photos.

The author cites examples of how preschool aged children draw on the basis of their imagination after listening to music, or how they dance or play some game, also after listening to music.

Bu

792. KOZÍREVA, S.: *Otrazheniye muzikalnogo obraza v detskikh risunkakh.* /The reflection of musical images in children's drawings./ Doshkolnoye vospitaniye, 1978, No.2, pp.52-56. 1 tab.

A research report on a project which aimed at studying whether a child is capable of perceiving musical images in instrumental music and capable of rendering this impression in a drawing. For this purpose several compositions of a varied nature were chosen, such as for instance a waltz by Tchaikovski and Rimski-Korsakov's The Heros. In the first stage of the experiment the children were simply asked to draw on the topic of Heros and Dancing. During the following period the children were asked to express the nature of the music they had just heard; some of the children expressed their fantasies by dancing. Before beginning to draw the children were asked what and how they were going to draw. Findings: the drawings drawn before listening to the music represented individual figures, while the drawings drawn after listening to the music showed situations. The nature of the musical composition was expressed above all by colour /the heros had dark colours, while the waltz was expressed in bright colours/ and by the dynamics and size of the main figures.

Po

793. OUHELOVÁ, H.: *Nové pojetí hudební výchovy v poslechových činnostech.* /A new approach to musical education in listening activities./

Predškolská výchova, 32, 1977-1978, No.11, pp. 317-318.

The experiences of a teacher who aims at making listening to music an active experience, not something passively accepted and connected only with other activities undertaken in the kindergarten. For this reason not only comparisons of various compositions are undertaken, but also an imitation of expression which music uses by movement, musical games, telling stories accompanied by music and dramatizations, which are based on the colour of individual instruments.

The Center for Preschool Education in Karlovy Vary provides teachers with opportunities to tape suitable compositions, provides information and advice on various compositions and various age groups, as well as methods of work suitable for various compositions. At the end of the school year a concert can be organized for the children. The author explains how she cooperated on this project with the local Popular Arts School. Last year the District Educational Center offered kindergartens concerts played by the Karlovy Vary String Quartet.

Po

794. UNBEHAUN, J.: Dressur nach Noten ? /Drill with notes ?/
Spielen und lernen, 1978, No.12, pp.8-13.
4 figs.

The author acquaints readers with a concept of playing musical instruments in present day musical schools. He points out that the approach to music education had changed in the sense that the first two years of musical education are today devoted to the general development of rythmical feeling and the musicality of the child, so that above all the child acquires an inner relationship to music and so that music does not become a boring and disliked chore or drill. In this spirit it is possible to begin with music education already at four years of age. For the initial period, listening to music and playing a simple rhythmical instrument is very important; only when the child acquires a taste to play a musical instrument should more systematic teaching begin. The child should at first have the opportunity of trying out and chosing the instrument which is best suited to it. For preschool aged children special simple instruments for children can also be used to try out "games with sound". Such a gradual introduction to the world of music is important because too high demands on the child and initial lack of success have cause a number of children to lose an interest in music completely.

Op

795. VÉGOVÁ, J.: Hudba vychovává děti. /Music educates children./

Predškolská výchova, 32, 1977-1978, No.7, pp.204-205.
1 photo.

The author describes cooperation between a Popular Arts School and a kindergarten. During the academic year the children from the kindergarten visited the school several times, became acquainted with various musical instruments, and listened to a brief musical program in which the students of the school played. The teachers from the school also visited the kindergarten and helped during musical activity periods by playing the piano. At the end of the school year the school organized a concert for the kindergarten children of the whole district.

Po

11.3 Art education

796. PRINDTOVÁ, M.: Nové prvky výtvarnej výchovy v materskej škole. /New elements in art education in kindergartens./

Estetická výchova, 19, 1978, No.4, pp.108-109.

First the author - who is a teacher in a kindergarten with a single group for all ages - concentrates on the mediation of impressions and experiences /from excursions, walks outdoors, etc./ so as to enrich the children's imagination and to generally support the children's sponteneity and creativeness. In art work done by children, the quality of educational supervision is apparent, as well as preliminary preparations and the strength of the child's emotional committment.

Ku

797. KOZMA, K.: Az óvodai ábrázolás pszichológiai kérdései. Rajzfejlődés az óvodai csoportokban. /The psychological aspects of making images in kindergarten. The development of drawing in individual age groups./
Óvodai Nevelés, 31, 1978, No.3, pp.90-96.
Bibl.

The article sums up the findings of a project to study the above mentioned problems, which included the analysis of the development of children from 11 months of age up to the age when mandatory school attendence is finished, from the point of view of their drawing capabilities. The author describes various stages in this development, such as leaving traces, psycho-physiological development, intellect, perception and motor maturity, etc., as well as the quality of image-making and drawing in various age groups. The development of thinking and imagination in the child can be followed in its drawings and the creation of images. A table sums up this development, according to different age groups. The article is illustrated by drawings done by children.

Ml

798. MASEV, S.: Edinstvoto na intelektualnite i emotsionalnite komponenti v izobrazitelnata dejnost. /The unity of intellect and emotional components in art activities./ Preduchilishtno vazpitanie, 26, 1978, No.5, pp. 11-15.

This article deals withthe unity of the intellect and emotional components of art activities which depend on the development of cognitive skills and the inner experiences of the child. Teaching which aims at developing these characteristics should be organized in the following manner: children should first become acquainted with living nature rooms or exhibits, where they can observe various natural objects. During afternoons, art periods should be held at the beginning of the afternoon; in the course of drawing, independent creative manifestations should be allowed, and they should be positively assessed at the end of the period.

Kr

799. PACKOVÁ, J.: Posobenie výtvarnej výchovy ve výchově dieťaťa v mravnej oblasti. /The influence of art education on the education of children in the moral area./
Predškolská výchova, 32, 1977-1978, No.11, pp. 308-310.
4 photos.

The article describes the experiences of a teacher who combines creative activities of children, such as drawing, painting or modelling, with the forming of their character and will-power characteristics, with developing an interest in work and with the forming of a positive relationship towards life in society. She especially makes use of excursions and walks outdoors where the children can observe nature and people at work. All this is later the subject of their drawings and paintings. They send drawings in the form of greetings to ill children, with descriptions of what they have seen outdoors and they prepare small gits for International Women's Day. Their drawings express their impressions from various festive occasions such a May 1st, the pledging of new members of the Young Pioneer Organization and at the occasion of Czechoslovak Soviet Friendship Month.

Po

800. VÍTKOVÁ, M. - MIKULÁŠOVÁ, J.: *Zkušenosti z výtvarné výchovy v jeslích.* /Experiences with art education in crèches./

Predškolská výchova, 32, 1977-1978, No.9, pp. 256-260.
8 figs., lit.2.

The supervision of art activities among young children of crèche age requires that the nurse provides the children with the opportunity of drawing and that she participates in the child's joy in doodling. The transition from doodles to drawings which have a specific content is very gradual. During this period the help of the nurse should have the form of questions about what the child has attempted to draw. Opportunities for drawing and a positive atmosphere contribute to the child's discovering various characteristic signs in its drawings, which pertain to phenomena found in the real world. Most frequently, children draw a person and what is connected with him or her.

The decisive component of children's art expression will always be a drawing. Even if a child is working with paints, he is above all trying to draw. The outcome of a child's drawing depends on how the nurse can help the child to approximate nature and work through sensory experience and how she guides the child from chance perception to attempts to understand reality and to express its relation toward the child.

Po

801. ZALEWSKA-PAWLAK, M.: Z pedagogicznych problemów plastycznych twórczości dzieciecej. /Concerning the educational problems of children's modelling./

Wychowanie w Przedszkolu, 31, 1978, No.1, pp. 13-16.
Lit.13.

Art work by children which provides an expression of the child's imagination and which is inspired by its fanatsy and experiences, is of fundamental significance for its education. An assessment of such work is important for aesthetical education, but also for an assessment of the child's personality and character. The criteria of these assessments should take into consideration the development of the child and not only the purely aesthetical criteria of the educator.

Bu

11.3.1 Artistic expression

802. FRUTIGER, D.: Spielen mit wertlosem material.
/Playing with waste material./

Der Schweizerische Kindergarten, 68, 1978, No.11, pp.486-489.
1 photo.

Various waste material /wrappings, etc./ can gain new value in the hands of children. It can provide experiences which are important for life, such as the active creation of something new, giving one's ideas a definite shape which is at the same time understandable to others, seeking solutions and overcoming difficulties.

Fo

803. KENTLER, H. - STEIN, R. - DEISS, B.: Micha mag Papa. Wen magst du ? /Misha loves daddy. Whom do you love ?/

Spielen und lernen, 1978, No.8, pp.20-22.
2 figs.

The authors report on the outcome of an art competition on the subject "Whom do you love?". A total of 6120 children aged 3 to 14 years participated; the largest number were between the ages of 5 and 8 years. It was interesting to note that only among three- and four-year-olds was first place taken by the mother. In the category of five-year-old boys and six-year-old girls, animals or toys were first in the majority of cases. Why this should be so is not clear; perhaps this is an expression of an unfulfilled longing for contacts with animals or of the fact that the love of an animal is a compensation for emotional deprivation in relation to adults.

Op

804. NĚMEČKOVÁ, I.: Jak využíváme novou koncepci výtvarné výchovy při práci s dětmi? /How we make use of the new concept of art education in working with children./

Predškolská výchova, 32, 1977-1978, no.7, pp.192-194.
2 figs.

The article describes the experiences of a teacher who works with 5 - 6-year-olds. Before each period of art education activities she tries to acquaint her children with the topic which will be dealt with and to provide an interesting and emotional motivation. Art education is a part of other educational components in the kindergarten. New techniques have contributed to an increased interest in the subject. The author goes on to cite several examples of activities and their motivation, in which she teaches the children new techniques of expression. The outcome of a whole year of these activities led to the children becoming more independent in their expression, the topics they drew became more numerous, they learnt various new techniques, improved their observation capabilities, as well as their visual memory for shapes.

Po

805. SCHÄFER, G.: Spiel und Gestalten. Von bildenden Einfluss der Form uns Farbe auf das Kind. /Play and creativity. On the creative influence of shapes and colours upon the child./

Der Schweizerische Kindergarten, 68, 1978, No.11, pp.495-498.
2 photos.

Every good and artistically valuable shape contributes in a natural manner to the positive powers of man. From this follows the requirement that kindergartens and parents should provide their children only with such objects of daily use, toys and other things, which have an aesthetic form,a useful shape and are made of adequate material. The visual impressions made upon a child are very strong and influence its creative powers. During its play and creative activities it develops a sense of shape and colour. By contacts with adults this creativeness is strengthened and developed. At the same time also taste is developed.

Clay, sand, and modelling substance are very suitable for strengthening the creative activities of a child. Thus the child does not receive ready-made shapes, but only a stimulus for creating. Also coloured handkerchiefs, transparent coloured paper and aquarelles which the child can various mix and combine are suitable. The selection of colours is such a personally specific area that no adult should force his choice upon a child.

Wo

806. SKACHKOVA, T.: Izpolzovaniye detmi tsveta v risovanii. /Children's use of colours in drawing./ Doshkolnoye vospitaniye, 1978, No.4, pp.16-19. 1 photo.

. The author describes her experiences in a school preparation group in a kindergarten. The teachers wanted to arouse in children a feeling for colour and to teach them to use colours as one of the means of expression, to be able to see the beauty and richness of colours found in nature and their surroundings and to be able to express this in drawings. During educational activities is was necessary to point out to the children which colours are found in nature, how pictures are coloured, etc. The children also became acquainted with the colours of the spectrum, learnt which colours are warm, which are cold and which are neutral. They worked with gouache, aquarelles and crayons. Towards the end of the year the children were successful in expressing, with the help of colour, mood or action in such pictures as Snow Falling on a City at Night or Mashenka and the Bear. In conclusion the author describes two activity periods.

Fo

807. ZAICHKINA, N.: Moskva v risunkakh detey. /Moscow in drawings by children./

Doshkolnoye vospitaniye, 1978, No.4, pp.10-12.

The article describes the experiences of a teacher in the school preparation group of a kindergarten. The education of children towards a love of their motherland begins with acquainting them with the closest vicinity of where the child lives. When acquianting the children with the capital of the Soviet Unian, the teachers try to arouse a feeling of pride in the children over what Soviet people have created. They suggested to the children that their strongest impressions be expressed in the form of drawings. During drawing, a child again re-lives its emotions and expresses its relationship to what is being drawn.

Even if the drawing is not perfect, it nevertheless expresses the child's thoughts and emotions. At the end of the school year the teachers gave the children illustrations of the Kremlin to look at and during an activity period asked them to draw the Red Square.

Fo

11.3.2 Artistic activites

808. BUNYAYEVA, I.: Rabota s prirodnim materialom na zanyatiyakh po konstruirovaniyu. /Making various objects out of natural materials during activity periods./

Doshkolnoye vospitaniye, 1978, No.10, pp.23-25.

The article describes the experiences of a kindergarten teacher. During activities with natural materials the children learn about nature and learn to observe objects and phenomena taking place in their vicinity. Walks outdoors, the observation of nature and the collection of various natural objects serve as preparation for these activities. Then she explains to the children about selecting materials and the various steps in making something. At first the children only play with the natural material, make up various patterns and only gradually do they begin to make various objects. At the end of the year, when the children have already learnt to compare and analyse, they have the task of making various birds out of fir cones. The outcome was very promising.

Po

809. KOMAROVA, T.: Planirovaniye zanyatii po izobrazitelnoy deyatelnosti. /The planning of art education activity periods./
Doshkolnoye vospitaniye, 1°78, No.3, pp.15-21.

A plan of activities in art education for children in the school -preparation group of a kindergarten for the months of March, April and May, which includes a total of 10, 13 and 10 activity periods in which the children model, draw, learn decorative drawing and appliqué work. The content and aims of each activity period are cited, as well as recommended methods, the material necessary and the relation between this activity and other types of educational activities.

Fo

811. KOZMA, K.: Az ábrázolás szerepe az óvodáskorú gyerekek életében. Elsõ rész. /The role of image-making in the life of a preschool aged child. Part One./
Óvodai Nevelés, 31, 1978, No.2, pp.47-53.
Bibl.

A psychological analysis of art education and/or drawing of children. Drawing is one of the active forms of art education which provides the child with the opportunity for expression.

The author stresses the advantages of this type of activity, in comparison to verbal forms. The prerequisities for drawing and painting include muscular, visual and psychological capabilities. The hand of the child is discussed ffom a physiological point of view, as well as the personality of the child and the most important elements of visual reproduction, according to various age groups. In conclusion a bibliography of sources is cited.

Ml

812. KOZMA, K.: Az ábrázolás pszichológiai kérdései. A kreatív fejlesztés lehetőségei. Negyedik rész.
/Psychological aspects of mage-making. Part Four./
Óvodai Nevelés, 31, 1978, No.5, pp.167-174.

By drawing, children are able to express joy; the forming of images is a method of self-realization. Among preschool aged children in kindergartens these images depend upon the things a child has seen, heard or experienced. It is important to focus the attention of children upon specific objects for the purpose of drawing. Figural drawing is in the forefront of interest of older preschool aged children, while the oldest preschool age group typically

stresses)
(colour and painting materials. It is important to supervise hand movements and to excercise calligraphical patterns, as preparation for school.

Ml

813. KUNCHEVA, N.: Razvitie na khudozhestveno-obraznoto mislene chrez izobrazitelnata deynosti. /The development of artistic and creative thinking through art activities./

Preduchilishtno vazpitanie, 26, 1978, No.2, pp. 39-43.
2 photos.

A systematic and purposeful approach towards work leads to expressive means of communication with which children communicate their feelings, relation towards nature and impressions made by stories and fairy tales. If children are carefully and sensitively educated, they tend to work independently, in an original manner and with great attention. Art is a practical mental activity which cannot be replaced by any other type of activity, since it satisfies very specific needs.

Sv

814. LUGANSKAYA, A.: Podelki iz prirodnikh materialov. /Work with natural materials./
Doshkolnoye vospitaniye, 1978, No.3, pp.91-92.
1 photo.

The author describes how children made not only various figures out of natural materials, but together they made up whole stories filled with the action of their figures. Later, the teacher kept their figures as decorations in the kindergarten. Work with natural materials develops in children a love of their native region. Occasional exhibitions of things made by children out of natural materials develops their interest in art and creativity.

Fo

815. MANINA, V.: Obucheniye detey lepke. /Teaching children to model./

Doshkolnoye vospitaniye, 1978, No.4, pp.32-34.
1 photo.

A teacher describes activities with children in the preparatory group of kindergarten. She explains how she taught children to colour objects modelled out of ceramic clay.

Fo

816. MOLNÁR, I. - BÉRCES, H.: Rajzolnak a nagycsoportosok. Eredmények. /Drawing in the kindergarten group of older children. Findings./
Óvodai Nevelés, 31, 1978, No.1, pp.18-22.

The article describes how children drew their recollection of the summer holidays and analyses the differences in the drawings by boys and girls and also different drawing styles. Some of the children were active in their approach to drawing, while others remained more passive. The author discusses possible causes for these differences and describes various methodological procedures, as well as free and supervised drawings on a specific subject.

M1

817. NERSESOVA, O.: Applikaciya vo vtorej mladšej gruppe. /Appliqué work by younger children in a kindergarten./
Doshkolnoye vospitaniye, 1978, No.4, pp.28-31.
1 photo.

Appliqué work is a very popular art activity among children and it makes a significant educational and teaching contribution. The children learn about colours, size, shapes, the structure of various objects, learn about the laws of rhythm and symmetry and develop their notions of space and orientation. Activity periods with appliqué work can be undrataken once in a fortnight with four-year-olds, which represents a total of 19 activity periods during the course of the year. Preparations for this activity can be done in the course of educational work /observations, becoming acquianted with the vicinity/. Methodological procedures are described, as well as examples of activities.

Fo

818. NOZHAROVA, K.: Razvitie na mislenato chrez izobrazitelnite deynosti. /Developing thinking through art activities./

Preduchilishtno vazpitanie, 26(1978, No.2, pp. 31-38.
3 photos.

In the intellect development of a child through art activities the capability of observation, of thinking independently and of seeking ways in which to solve problems all have an important role to play. Only art expression is capable of fully activating mental processes /feeling, perception, imagination, thinking, memory, fantasy, speech/, and their development in turn leads to deeper analysis, synthesis and making generalizations. The art activities of children reflect their experiences of the surrounding world and their imagination. They develop under the influence of cognitive processes. Through carrying out purposeful and emotional observations, the relationship between the child and the objects and phenomena which surround it, become stronger.

Sv

819. SIŁAKOWSKA, B.: Ekspresja plastyczna dzieci czteroletnich - dowolna oraz inspirowana przez nauczyciela. /The expressions of four-year-olds in the visual arts - sponatenous or inspired by the teacher ?/

Wychowanie w Przedszkolu, 31, 1978, No.1, pp. 37-42.
5 photos, lit.4.

The author reports on her diploma project in which she analysed works of art made by children. She cites various examples and comes to the conclusion that most important of all is spontaneous work. At the same time all assessments of art work should be very careful, because children should not be forced to accept a specific style of art expression.

Bu

11.3.3 Receptive art education

820. STOLL, R.T.: Bilderbetrachtung mit Kindergartenkinder. /Looking at paintings with kindergarten children./

Der Schweizerische Kindergarten, 68, 1978, No.4, pp.154-158.
3 photos.

At the Institute for Educational Problems and the Further Education of Teachers in Basel there are courses organized on the subject of the educational and methodological utilization of museums and galleries. Also a specialized course on this subject was held for kindergarten teachers. The author, who is a member of the staff of the Industrial Museum in Basel and who deals with the educational use of museums, describes in this article the visit of kindergarten children which he organized to the museum. The children were shown the large /250 cm x 250 cm/ painting Homage to Blériot by Robert Delaunaye. The children at first observed the painting, then asked questions and began to discuss it. On the picture they found airplanes, a tower, human figures. The author did not tell the children anything about the painter - his name, style or the time when the painting was made. He wanted the children to experience the painting spontaneously and to express their opinions. The were quite willing to dramatize what they had seen in the painting /the airplanes/, when asked to do so. The visit of the children took place in the morning, before the museum is open to the public, so that they had full freedom of expression. The museum makes available to schools a painting studio where the children, immediately after looking at paintings, can express their reaction in paint. The visit to the museum made such a strong impression on the children that many of them came back the next day with their parents.

Fo

11.4 Literary education

821. ASZÓDAI, E.: A könyv hatása a gyermek személyiségének alakulására. /The influence of books on the development of a child's personality./ Óvodai Nevelés, 32, 1979, No.2, pp.44-48.

The author begins by comparing the attitude of society towards children at the beginning of the century and since World War II. Socialist society and its attitude toward children are discussed and the significance of literature in the process of forming a child's mentality.

715

The mental equilibrium of a person is determined, among others, by his activity. Also in listening to a work of literature, not only reading it, an active attitude towards life can be developed. The author discusses various types of literature for children, their contribution and interpretation.

Va

822. Basic Proposal for a Network of School Libraries in Rio de Janeiro, Brasil /Part II/.
Bookbird, 16, 1978, No.3, pp.19-29.
1 fig.

The continuation of a report concerning plans for the organization and use of school libraries. The plan includes both a conceptual approach and organisational structure for various types of schools /rural, urban, with various numbers of pupils/. The report also discusses the role of the homeroom teacher, the role of the curriculum and the opportunities for using the library for the further education of teachers. Also requirements for the education and training of librarians are discussed and cooperation between school libraries and public libraries.

Op

823. BENEY, Z.: Mit ad a vers a kisgyermekeknek.
/What does poetry give to children?/
Óvodai Nevelés, 32, 1978, No.3, pp.82-84.

The author first analyses various poems and rhymes written for children and discusses their aesthetical value form the point of view of the child's mental development. Poems and rhymes appear to be a physiological need, because they are indispensable for the child's mental and emotional well-being. The author attempts to formulate criteria for good poetry for children and answers the question cited in the name of the article: poetry provides children with their first opportunity to accept art and provides them with their first lesson in emotional culture.

Va

824. BODE, U.: Friedenspreis des Deutschen Buchhandels für Astrid Lindgren. /The Peace Prize of the German Association of Bookshop Owners for Astrid Lindgren./
Spielen und Lernen, 1978, No.11, p.32.

A report on the awarding of the Peace Prize at the autumn Book Fair held in Frankfurt to the well-known Swedish author Astrid Lindgren, who was born in 1907 in Sweden. Her first book, motivated by stories she told her own children, called Pipi Long Stockings, was published in the forties. Since, then, she has published more than 70 books which have been translated into many languages and which children almost all over the world know.

Op

825. BOULAY, L.: Contes dans un Miroir. /Fairy tales in a mirror./

L'École Maternelle Française, 1978, No.2, pp.5-9, No.3, pp.9-15.

The article contains a report on the findings of a project in which the author compared the influence of oral recounting of literary works on the stories which three - to eight-year-olds told. In the introductory part of the article the author cites issue No. 1 of this journal, which contains the first part of the report. This article contains the texts of the fairy tales which were read to the children, as well as records of the children's stories which were expressed verbally and in the form of drawings.

Mi

826. BUKOVSKÁ, A.: Slávnostné dopoludnie. /A festive morning./

Predškolská výchova, 33, 1978-1979, No.4, p.120.

Kindergartens in the city of Košice have for several years been organising festivals of poetry recitation and declamation of prose of 5 and 6 year old children at the end of the school year. The festival represents an assessment of the educational work done in the kindergartens throughout the school year in the area of forming in children a relationship towards books, literature and their mother tongue. A competition of kindergarten teachers in the recitation of poetry and prose called "Lets Make the Children Happy" is also part of the festival.

Po

827. COUGHLIN, C.: Children's Librarians: Mangging in the Midst of Myths.

Bookbird, 16, 1978, No.3, pp.15-19.
Lit.7.

The author discusses the problem of the feminisation of the profession of librarian and points out that in libraries a feminine style of bringing children and books together predominates. The role of books is understood in the traditional sense of making the reader more refined and moral. It is an area where educational conservatism a has been surviving the longest. This situation is of disadvantage to male readers, since their interests as children are not taken into account.

Op

828. ČERVENKA, J.: Dítě a kniha. /The child and books./

Predškolská výchova, 33, 1978-1979, No.1, pp. 19-20.

A report on a seminar of the Society of Friends of Books for Youth, which concerned the relations of younger children towards books. The papers presented concerned three groups of problems. The first dealt with questions of how the unity of progressive world literature should be implemented in this age group, the problem of how to forecast the child of the future and how to make use of the potentialities of early childhood for perception and motor development and how to prepare the child for accepting a high mental level later on.

The second group of problems dealt with various opinions on the classification and content of books for young children and the outlook for their further development. The third group of problems concerned activating elements in literature for young children and the implementation of these elements in work with children.

A number of iniciatives were heard at the seminar concerning the work of kindergarten teachers. Also the contribution they make to the literary education of children was stressed.

Fo

829. DODERER, K.: Lexikon der Kinder - und Jugendliterature I-O./A dictionary of literature for children and youth I-O./
Bookbird, 16 1978, no.1, pp.49-50.

The Institute for Children's Books has published another volume of a dictionary, organised on the basis of the alphabet, which cites authors and institutions of international importance in the area of literature for children. Its editor is prof. K. Doderer. The dictionary also brings histories and surveys of the contemporary situation in this literature in a number of countries /India, Italy, Nigeria, Yugoslavia and others/. The third volume, with the letters P-Z, will be published in 1981.

Op

830. DOLEČKOVÁ, L.: *Seznamování dětí s knihou.* /Introducing children to books./
Predškolská výchova, *33*, 1978-1979, No.3, pp. 72-74.

A teacher describes how she introduced young children to books through the book "Z deníku kocourka Modroočko" /From the Diary of Tomcat Blue-eyes/ by J. Kolář.

Fo

831. FAYOL, M.: *Les conservations narratives chez l'enfant.* /How children understand narration./
L'Enfance, 1978, No.4-5, pp.247-259.
Lit.11.

The article sums up the research findings of a project inspired by the works of J. Piaget. The author examined the extent to which children between 4 and 9 years of age consider a narration and its summary /shorter or longer/ as the same story. Understanding their mutual relation takes place in three stages; it is only in the third stage that a summary of the story is accepted in relation to the original narration.

Mi

832. GALIŃSKA, B. - SOSIŃSKA, T.: Ksiązka w pracy z dzieć mi pięcioletnimi. /Books in working with five-year-olds./

Wychowanie w Przedszkolu, 31, 1978, No.7-8, pp. 373-376.
1 photo, lit.2.

The authors describe their experiences with reading aloud from children's books in kindergarten. The illustrations in the book and discussions with the children on what had been read had a great role to play in the intellect and aesthetical education of the children.

Bu

833. GILABERT, H.: Comment faire apprendre des poêmes aux nefants. /How to go about teaching children poems./

L'École Maternelle Française, 1978, No.5, pp. 17-32.
Lit.10.

In this article, which stresses practical aspects, the author aims at clarifying problems connected with introducing the child to the world of poetry. In the introduction, he analyses the conditions /material, emotional, intellect/ necessary for teaching children poems in kindergarten. He then considers the selection of suitable poems and brings a list of books which contain poems suitable for preschool aged children. Finally he characterizes various methods of learning poems and their recitation and assesses various forms /solo or in groups/. In conclusion he cites examples of poems and instructions for their recitation.

Mi

834. HARTIEL, J.: Le choix des livres l'images.
/A selection of picture books./
L'École Maternelle Belge, 1978, No.5, p.209.

In this brief article the author formulates five basic criteria for selecting books for preschool aged children. These include graphic lay-out, clarify of language, aesthetical value, ideological content and durability.

Mi

835. HOFEROVÁ, V.: Rozvíjení estetického cítění dětí prostřednictvím literatury. /Developing the aesthetical emotion of children through literature./
Predškolská výchova, 32, 1977-1978, No.9, pp. 260-261.

A teacher describes her experiences with reading aloud the fairy tales written by Božena Němcová, J. Erben, F. Hrubín and V. Čtvrtek. The children thus became acquianted with various uses of language and means of expression. Becoming acquianted with literature had a positive influence on their emotional development and aesthetical perception.

Po

836. HULLOVÁ, A.: *Literárna výchova v spolupráci s rodiči.* /Literary education in cooperation with parents./

Predškolská výchova, 32, 1977-1978, No.12, p.346.

The author describes experiences from a kindergarten where the teachers decided to concentrate on having parents cooperate with the kindergarten in literary education. During meetings of the Parent-Teacher Association the teachers explained to parents the importance of literary education so that parents acquire an interest in listening to fairy tales broadcast on the radio and on TV or played on phonograph records, together with their children. They also recommend to parents suitable books, and prepared their exhibitions, sometimes combined with the sale of books. The teachers also used the puppet theatre for literary education. Once a year they also play a performance for parents and in this way they also improve their cooperation with the kindergarten.

Po

837. CHALOUPKA, O.: Počátky dětského čtenářství. /The beginnings of children becoming readers./
Zlatý máj, 22, 1978, No.8, pp.506-511.

At the beginning of school attendence the child must be able to master new social roles; as a consequence of new obligations and tasks,a certain degree of weakening of existing emotional ties takes place. And it is at this time that a child is sensitive to its first reading experiences. This introductory stage is very important and forms the foundation for the further cultural development of the child.

Ku

838. JANČUŠKA, M.: Oči nejmenších žiarili. /The eyes of the youngest children shone./
Predškolská výchova, 32, 1977-1978, No.6, pp. 172-175.
3 photos.

A report on the course of a state-wide

competition of pedagogical secondary school students in the recitation of poetry and prose. The author points out the need to more precisely formulate the criteria according to which individuals are assessed in this competition. The various juries are composed of specialists in various fields, who have a tendeny to judge the competitor from the point of view of their won specialization /speech aspects, the literary text being recited, methods of work usable with children, etc./ The final assessment of individuals should, however, take into consideration all these aspects and assess them in the context of the whole.

Participants compete in four categories: in reciting a prepared text, in reading aloud a work of fiction or poetry, in improvising a given text and in reciting for adults. In conclusion the author cites a survey of the repertory heard and the names of the best participants.

Po

839. JASOŇOVÁ, M.: Literární výchova v mateřské škole. /Literary education in kindergarten./

Predškolská výchova, 32, 1977-1978, No.12, pp. 351-353.
4 photos.

A description of a model activity period in literary education with five- and six-year-old children. Its aim was to acquaint the children with various literary genres and to compare the characters in them. For this purpose the teacher chose the following fairy tales: The Gingerbread Cabin by F. Hrubín, The Story of the Golden Fish by A.S. Pushkin, The Long Man, the Broad Man and the Farsighted Man by K.J. Erben, Birliban by E. Petiška and O. Syrovátka´s fable About the Mouse Whos Eyes were Greater Than Its Hunger.

Fo

840. Literature and Young Children.

Bernice E. Cullinan, Carolyn W. Carmichael, editors.
Published by Urbana, National Council of Teachers of English, 1977, 180 p.
38 figs.
Review: Chodhood Education, 54, 1978, No.4, p.213.

The book under review is a theoretical study on the importance of good literature for children and its influence on the development of speech, cognitive capabilities and the development of active reading habits. It provides practical instructions concerning the effective utilization of literature in preschool education.

Hn

841. MARANTZ, K.: The Picture Book as an Art Object: A Call for Balanced Reviewing.
Bookbird, 16, 1978, No.3, pp.10-14.
1 fig.

The author first defines picture books not as any illustrated book for children, but as books where pictures are equal /or possibly independent/ partners to the text. According to this definition a picture book is not intended to be only read, but also to be looked at and to be used for art aesthetical experimentation. In the author's opinion, assessments of illustrations or pictures in books are usually superficial and depend on the lexical analysis of the text, whereas a picture book in fact is an object of art sui generis, which should be considered and assessed as such. This does not intend to degrade the other aspects of the book as a whole /its information, aesthetical and emotional value/. The author, however, strives for the relative independence of the visual impact of the book as a work of art in which the artist expresses his own opinion and attitude and which is conceived in his own intentions, expressed through the graphic arts. Since at present priority is usually given to an assessment of the text of a book, the author asks that unity of the verbal and visual assessment exists.

Op

842. MENING-PETERSON, C.L.- McCABE, A.: Children's Orientation of a Listener to the Context of Their Narratives.

Developmental Psychology, 14, 1978, No.6, pp. 582-592.
4 tabs., lit.19.

During narration it is important for the narrator to orientate his listemers to essential moments in the context of his narrative. From this point of view an experimentally induced narration of 96 children aged between three-and-half and nine-and-half years was studied. Its aim was to determine what numbers of these orientations for listeners are made, of what type they are and how they answer the traditional questions concerning the scope of the narration: who, where, what, when, how and why. Even the youngest group of children provided the listener with a relatively large number of such information and the relative share of the narration devoted to them remained constant in all age groups. All the children were better able to orientate the listener as far as such questions as what and how, were concerned while questions concerning when, where and why were answered less well; only in exceptional cases did they provide information on the time at which the narration took place. Older children more frequently concentrated the orientation information to the beginning of the narration and characterized the content and context of the narration more completely than younger children.

Od

843. MIHALEJOVÁ, M.: Kniha - studnica múdrosti a krásy. /Books as a source of wisdom and beauty./ Predškolská výchova, 32, 1977-1978, No.7, p.203.

A teacher describes her experiences with the use of a "readers´corner". This part of the room is arranged according to the monthly plan of literary education. Various important anniversaries and times of year are also reflected here. The children also draw or paint illustrations on their favorite fairy tales; their work was make into a book and was placed in the readers´ corner. Parents were systematically informed on how the literary education of their children is proceeding, so that at home they could make an active contribution to this education.

Fo

844. MIKO, F.: Poetika najmenších /1/. /Poetics in relation to youngest children./1/./ Zlatý máj, 22, 1978, No.4, pp. 246-252.

Poetics in relation to youngest readers

have a lively relation to music, dance, dramatic and visual art. Fantasy has an important role to play in poetry for children, because in children the imagination and reality often merge. Children consider rhythm in verse and rhymes to be very important. At present elements of the realities of life and social reality, as well as that of family life and work, to a growing extent are penetrating poetry for children. In this way literature is becoming a guide on the road to socialist realism.

Ku

845. MIKO, F.: Poetika nejmenších /2/. /Poetics in relation to youngest children /2/./ Zlatý máj, 22, 1978, No.5, pp.298-302.

Art is a reflection of life in the sense not only of what is /reality/, but also what might and should be /ideals/. Literature should address life in an attempt to transform it, according to its ideals. There is a great difference between traditional literature for youth and its modern "form of awareness". This form makes it possible for literature for youth to overcome the opinions of older generations and to strive for higher ideals. Lyrical poetry, which is aware of the anthropological and aesthetical opportunities provided by youngest readers, has a fully functional poetics system. This concerns not merely a technical system of forming verse, but producing living poetry.

Ku

846. MOTYKA, K.: K nezastupitelné úloze literární výchovy. /Concerning the unsubstitut-ability of literary education./

Predškolská výchova, 32, 1977-1978, No.11, pp. 305-308.
Lit.5.

The significance of literary education as a component of aesthetic education is something that kindergarten teachers are fully aware of, in spite of the fact that in practical activities there are sometimes difficulties, which concern above all the linkage between literary education in kindergarten and in the first classes of school. The implâmentation of one component of literary education, education through literature, does not represent a categorical imperative to undertake detailed analysis of fiction and poetry and to dilute the intentions of the author by a series of questions concerning their educational impact. This would only serve to dampen the author's message. On the other hand some texts, if they are to be understood correctly by the children, require a preliminary discussion. Whether children understand a realistic and artistic image of a natural phenomenon depends on their own experiences and the environment in which they live. The best approach is to combine a literary work with musical accompaniment and with the natural longing of children to combine singing and rhythmical movement.

Fo

847. MOTYKA, K.: Kniha v předškolním věku. /Books for preschool aged children./

Zlatý máj, 22, 1978, No.9, pp.578-580.

The art and aesthetic education of children of preschool age develops from acquainting children with literature towards independent literary education. In kindergarten the mediator of making literature available to children is the teacher. But also the mass media /above all television/ influence preschool aged children. In literature, however, the cognitive function, as well as educational role and aesthetic function are stressed.

Ku

848. NORDHOFF, I.: Hexen: gut oder böse ? /Are witches good or bad ?/

Spielen und lernen, 1978,No.2, pp.68-69.

The author cites the work of the well-known psychoanalyst Bruno Bettelheim, who writes that children need fairy tales with negative characters so that they are able to work out their own feeling of fear; the author cites examples of how children can be rid of fears of witches. By having the children form these figures or characters themselves /drawing them, painting them or making them in the form of puppets /and providing them with various roles to play, they learn to understand that they exist only in play and thus lose their fears and predjudices.

Op

849. Problems of School Libraries - Learning from Experience.

Bookbird, 16, 1978, No.2, pp.26-35.
1 fig.

A team of scholars from the Brazilian School Library in Rio de Janeiro, headed by Knud Eigil Hauberg Tychsen from Denmark, has prepared the draft of a document listing basic funrishings which school libraries in all types of schools should have, including those which provide teacher training. The draft concerns not only furnishings and facilities, but also problems of organisation and utilization. The library service should include also all didactical aids and material for independent study /slide collections, a radio, overhead projectors, periodicals, methodological handbooks/.

Op

850. PRŮŠOVÁ, E.: Některé formy práce se slovem a obrazem. /Some forms of activities with words and pictures./

Predškolská výchova, 33, 1978-1979, No.4, pp. 103-105.

The article describes the experiences of a kindergarten teacher. She stresses the fact that in using books with preschool aged children, attention should be payed to taking about the illustrations, so that the children can express their own opinions, learn to think and to judge, develop their curiosity. She describes activities with four- and five-year-olds with whom she discussed pictures by five different illustrators with different styles and methods of expression. These include J. Kudláček, O. Čechová, M. Jágr, J. Kovařík and D. Mrázková.

Fo

851. RAY, S.G. : Why Do Children Read ?

Bookbird, 16, 1978, No.3, pp.2-5.
Lit.4.

The author reports on a research project which was carried out in Great Britain on the topic cited in the title. The author herself participated in the project with interviews and questionnairs she administered to students. The findings indicate a rather small number of respondents interested in reading /only 25% of the sample/.

Op

852. SOJKOVÁ, J.: Literární výchova v celoroční práci. /Literary education in activities throughout the year./

Predškolská výchova, 32, 1977-1978, No.10, pp. 278-279.

The author describes her experiences as a kindergarten teacher, who tries to make use of various times in the course of the whole day to use books. However, the best time to read to children is in the afternoon. She comes back to each text several times. The dramatization of fairy tales and verse is considered to be an active medium of literary education which carries on the work of language education.

Literary puzzles help to develop thinking and improve observation capabilities. Children are asked to determine to which fairy tale various pictures belong. Literary education should also be combined with art and music education.

Fo

853. STUCHLÍKOVÁ, J.: Spolupráca materskej školy s mestskou knižnicou. /Cooperation between a kindergarten and a municipal library./

Predškolská výchova, 32, 1977-1978, No.7, pp. 202-203.

Cooperation was developed in the following areas: the oldest kindergarten children visited the library, became its members and borrowed books, The staff of the library organized for them a cycle of basic library and bibliography education which was divided into ten parts. For the future, the library is planning to organize fairy tale matinées, discussions on books, film screenings and puppet performances, projects to determine what interests children have for the buying of new books for the library and organizing a "readers' corner" in the kindergarten.

Fo

854. TIMÁR, J.: *Ismerkédés az István Kiraly Muzeumal és a gyermekkönyvtárral.* /Becoming acquianted with the Museum of King Stephen and a library for children./
Óvodai Nevelés, 31, 1978, No.1, pp.22-24.

The author describes the problems encountered by a kindergarten found on a new housing estate and how children became acquainted with the local library.

Poo

855. TUČNÁ, E.: *K predčitatelské recepcii detského príjemcu predškolného veku.* /On the reception of reading aloud by preschool aged children./
Zlatý máj, 22, 1978, No.6, pp.362-366.

The foundation of aesthetical feeling, interest and activity develop and are formed in early childhood. The process of reception in all stages of preschool age represents a stimulation medium for developing concentration, memory and thinking in the child. This stimulation can be implemented through verbal and /or visual communication. A mediating link in this communication exists in parents, kindergarten teachers, in TV, the radio or the puppet theatre. Through these specific forms and genres the literary education of the preschool aged recipient is implemented.

Ku

856. VEBEROVÁ, E.: Literární výchova v práci s dětmi podle nových osnov. /Literary education in activities with children according to the new program of activities. /
Predškolská výchova, 33, 1978-1979, No.2, pp. 42-44.

Literary education, according to the new concept of preschool education, stresses not only the information provided by literature, but above all its impact in the emotional area, in ethics and communication. Literary education thus fulfils important social tasks by teaching the child to make contacts with other people, to understand another person, to undertand social relationships and finally also himself. Literature as an art form makes a substantial contribution to the development of the child's personality and also towards its preparations for school.

The quality of a child's perception is influenced by its environment and method of supervision. All methods used are essentially various ways and means to prepare the child in an optimum manner for understanding a specific work of literature. Some texts, such as nursery rhymes and some fairy tales, can be narrated at any time, both to younger and older kindergarten children. Other texts, however, are much more fragile and require greates care. The author describes activities with some of the works written by Daisy Mrázková, which contribute to fulfilling a number of tasks which are contained in the program of educational activities pertaining to language, intellect, moral and art education.

Fo

857. ZELENAYOVÁ, T. - ERTLEROVÁ, V.: Vzácná návštěva. /A distinguished visitor./

Predškolská výchova, 32, 1977-1978, No.12, pp. 355-356.
1 photo.

The article describes a meeting between Jozef Pavlovič, a writer of books for children, with kindergarten children. Before the meeting the teachers re-read for the children his fairy tales, spoke about them and the children played out some of them. The meeting was organized as a model activity period in literary education where the children recited the author's poems and dramatized their favourite scenes. The children then asked the writer to tell them about his own childhood, which is often a subject of his writings. The author asked the children various questions about which animals they like, what they would call them and taught them a short nursery rhyme. Then he told them about the new book he is preparing.

Fo

858. ZIGOVÁ, E.: Niekoľko poznámok k realizácii Programu výchovnej práce v materských školách v oblasti literárnej výchovy. /Some comments on the implementation of the Program of Educational Work in Kindergartens in the area of literary education./
Predškolská výchova, 32, 1977-1978, No.1, pp. 275-277.

On the basis of finding various negative aspects in the work of kindergartens, which are the result of an incorrect understanding of the Program, the author provides various comments concerning the methodology of activities.

It is necessary to make it possible for children to come into immediate and direct contact with books and not to narrow down the education of a positive relationship towards books only to turning the pages in front of the child and being careful of the bookbinding. The teacher should, however, distinguish and chose which books should be given to children. Experience has indicated that in acquainting young children with books it is best to proceed from the illustration to the text and not vice versa. And the linkage of words and pictures should be gradual.

Acquainting the child with a book is the first step in the aesthetical contact taking place between a work of art and the child.

The following stage is one in which the work of art essentially influences the awareness of the child. Children should have the opportunity of communicating their impressions and individual insights. It is best to combine activities in literature and in art education, possibly also in musical education. Teachers should avoid a too demanding approach to literary education.

Fo

859. WALKER, M.: What Sort of Books Do Todays' Children Read ?.

Bookbird, 16, 1978, No.1, pp.20-21.

The author discusses the fact that the majority of authors who write for children, write about reminiscences of their own childhood and their own experiences and feelings, which however, tend to be different from todays' children and rooted in their own time. Also a child approaches reading or listening to a book through the prisma of its own experiences and moods. If a book is convincing, is original in its main subject, has a clear style and arouses an interest it will capture childrens' attention. Some books will not capture the attention of readers because they do not correspond to their own experiences. Not only the world which surrounds the child is changing, but also the child's attitudes towards the world, towards values and towards its own behaviour and that of the characters in books. Many characters in books are incomprehensible to todays children as far as their behaviour is concerned /they do not for instance understand how Little Red Ridding Hood could have mistaken a wolf for her own grandmother/, they reject such behaviour and ask for characters which would be more in accord with their own experiences.

Op

11.5 Literature for children

860. BERNSTEIN, K.M.: Animated Picture Books.
Bookbird, 16, 1978, No.1, pp.17-19.
1 fig.

The author describes how picture books for children are adapted for film animation on 16 mm film. The purpose of such adaptation is to stimulate an interest in books and reading and also to strengthen their educational and teaching impact. The author cites various conditions and criteria on the basis of which books are chosen for animation and also describes the film techniques for this adaptation in which one studio has specialized. This concerns the so-called iconographic method which is much more rapid and simple than real animated films. It is based on the animation of illustrations and accompanies them with the spoken word, music and other real sounds. These films are used by schools, libraries and are popular with children of various age groups. The author also cites sources for studying film techniques and sound recordings of books for children, as well as catalogues of animated films which are based on books.

Op

861. CARADES, F.: *Histoire de la littérature enfantine.*
/The history of literature for children./

Paris, A. Michel, 1978, 272 p.
Review: L'Éducation Enfantine, 1978, No.5, p.31.

The book under review follows the history of literature for children in a social and historical context. The development of merality, the role of reading and the mistakes made by both writers and critics are all reflected in this history.

Mi

862. CIEŚLIKOWSKI, J.: Twórczość dorosłych dla dzieci. /The writing of adults for children./ Wychowanie w Przedszkolu, 31, 1978, No.1, pp. 9-12.

The author cites the fact that 20% of all Polish writers write books for children. Also in animated films or in television programs, literary texts are an important part of the outcome. A number of authors illustrate their own books for children. Books and magazines for children represent an integrated effort on the part of writers, illustrators and publishers. Adults also come into contact with books for children when they read aloud to them. The Poznan Biennial presents various art forms devoted to children.

Bu

863. DRIZOVSKAYA, T.: Proizvedeniya L.N. Tolstogo v detskom sadu. /The writings of L.N. Tolstoi in kindergarten./
Doshkolnoye vospitaniye, 1978, No.4, pp.12-15.

L.N. Tolstoi's short stories are very valuable for the moral education of children. Even young children can listen to them. The author cites a number of examples how these short stories can be used to fulfil the requirements of the curriculum to teach children to judge the behaviour of characters in books and to teach them some moral characteristics.

When reading Tolstoi´s short stories another important task can be fulfilled: educating in children the capability of listening to a work of art, of understanding it and being able to distinguish various means of literary expression.

Fo

864. FLAVIGNY, B.G.: Portrait of Nicole Claveloux. Bookbird, 16, 1978, No.2, pp.59-60. 1 fig.

The author acquaints the reader with the laureate of the Bratislava Biennial in 1977, who until then had specialized in illustrations for periodicals and had not yet worked extensively as an illustrator of books for children. Nevertheless her interpretation of Alice in Wonderland received the first prize. Mrs. Claveloux said that artistic responsibility and artistic feeling are in themselves sufficient for making illustrations suitable for children, without the need for further adjusting to them. What is truly art is also suitable for children.

Op

865. GANKINA, E.: Nikolay Popov - breadth and undisputed concerntration.
Bookbird, 16, 1978, No.1, pp.55-57.
1 fig.

The author acquaints the reader with the most recent illustrations by a Soviet artist who in 1975 was the laureate of the Bratislava Biennial for illustrations, for his illustrations to Daniel Defoe's Robinson Crusoe. In that same year Popov held a one-man exhibition in Czechoslovakia. His work surprises with its innovations, modern and creative seeking.

Op

866. 1978 Hans Christian Andersen Medals.
Bookbird, 16, 1978, No.2, pp.2-7.
3 photos.

The article acquaints readers with the nominations for the Andersen Prize from various countries, as well as with the laureates of the Andersen Prize. The Prize for Authors was received by Paula Fox from the USA and an honorary mention was received by Alan Gardner /Great Britain/. The Prize for Illustrations was received by Svend Otto S. from Denmark and honorary mention was received by Leo and Diana Dillon from the USA. The nominations from Czechoslovakia were the following: Eva Bernardinová: Boys, Girls and

Stodůlky; Jan Kudláček: The Little Girl and the Rain; Zdenka Psůtková: White Sail on the Horizon /translation/; Maria Ďurčíková: Queen of the Danube; Alojz Klimo: Beliže mi, beli and Miroslav Válek: Mr Malinček and the Whale.

Op

867. HOLEŠOVSKÝ, F.: Ilustrace vstupuje do dialogu. /Illustrations participate in a dialogue./
Zlatý máj, 22, 1978, No.7, pp.455-465.

The author discusses the illustrations by D. Mrázková, O. Čechová and K. Pacovská. She characterizes the impressions these three representatives of the same generation of illustrators make and the differences in their approach and varied contribution they make to our books for children.

Ku

868. KIRCHNER, H.: The Meaning of Janusz Korczak's Work for World Literature.
Bookbird, 16, 1978, No.2, pp.12-21.
2 figs.

The author discusses the significance of the Polish writer, educator and physician Janusz Korczak, who devoted his whole life to working for children in all three professions in which he was active; he died during World War II in the Warsaw ghetto, where he voluntarily stayed to help take care of children. The predominant part of this work was devoted to educational problems in which he covered almost all age groups and the relations between children and their parents. The Polish IBBY Section has organised an international competition for awarding the Korczak Prize for Children's Literature which will be awarded every two years at the occasion of the Poznan Biennial. The article cites details concerning participation in the competition.

Op

869. KUROCHKINA, G.: Rasskazy Mamina-Sibiryaka dlya detey. /The short stories of Mamin-Sibiryak for children./
Doshkolnoye vospitaniye, 1978, No.1, pp.94-99.
1 photo.

At the occasion of the 125th anniversary of the birth of the Russian writer Mamin-Sibiryak the author provides an analysis of his writings, especially of writings addressed to children. He wrote more than 150 short stories and fairy tales for children, where he describes life in the midst of the natural environment of the Urals. These stories arouse in children a love of nature, of their native land and provoke strong emotional experiences. Many of them continue to be popular among children in modern times.

Fo

870. KUROCHNIKOVA, G. - OVCHINNIKOVA, S.: Priroda v literature dlya doshkolnikov. /Nature in literature for preschool aged children./ Doshkolnoye vospitaniye, 1978, No.8, pp.115-119.

An analysis and assessment of the most recent literature for preschool aged children which deals with topics pertaining to nature.

Fo

871. MORIC, R.: Do materskej školy priletela lienka. /A ladybug has come to kindergarten./ Predškolská výchova, 32, 1977-1978, No.11, p.311. 1 photo.

Information on a new series of books for kindergartens which takes into account the requirements of the new Educational Program for Kindergartens and also the fact that kindergartens are to become elements in the uniform educational system. The books are published by Mladá léta in cooperation with the Research

Institute for Education in Bratislava and with help from the Ministry of Education of the Slovak Socialist Republic.

Fo

872. PAPUZIŃSKA, J.: Main Trends of Research on Children's Literature and Readership in the Polish People's Republic Over the Past Fifteen Years.

Bookbird, 16, 1978, No.2, pp.8-11.
1 fig.

The author acquaints the reader with the development and situation in the area of literature for children in Poland. This literature is based on a rich cultural tradition beginning in the 19th century, which especially after World War II has surged ahead. The author cites centers of research and study on this subject: The Museum of Children's Books, /which specialized in bibliographical studies and methodology/, university departments and academic centers in Gdańsk, Katowice, Krakow, Opole, Poznań, Warsaw and Wroclaw. It is stressed that complex interdisciplinary teams study these problems, which include psychological, educational, sociological and literary aspects. The topics dealt with, are the conditions in which the relationship between children and books develops, the beginnings of readership, the influence of literature on the aesthetical and moral development of children, the relationship of literature and the mass media and a number of other problems. The author also cites a number of important publications in this field /a dictionary on literature for youth and children, Polish books for girls after 1945, Positivistic legends in national history for youth/. The conclusion is drawn that the quality of interdisciplinary research in the area of literature for children is very good and there is an extended production of special monographs.

Op

873. POPOVIČ, A.: Špecifickosť prekladov literatúry pre deti predškolského veku. /Specific aspects of literary translations for preschool aged children./
Zlatý máj, 22, 1978, No.4, pp.242-245.

The author discusses the problem of translations of literature for children. The psychological and intellect development of the age group must be taken into account, as well as the language skills of children when this type of book is being translated. A good translation should develop in the preschool aged reader knowledge of various areas of human activity and thus also

753

skills in expression and style. Also ideological, aesthetic , as well as educational and teaching functions should be taken into account.

Ku

874. RAZOVA, V.: *Detskaya literatura v esteticheskom vospitanii.* /Literature for children in aesthetic education./

Doshkolnoye vospitaniye, 1978, No.1, pp.36-40. Lit.3.

In present day literature for children the problem of aesthetic education is approached in a comprehensive manner, with the use of various literary genres, types and forms. Books on nature are of foremost importance for the aesthetic education of preschool aged children. In the work of Soviet writers not only a deep understanding of nature exists but also an active love of nature. Nature and books about nature are a source of joy for children, educate in them feelings of beauty and arouse in them creative capabilities. If a child learns to love nature, this is the foundation, on the basis of which a love of the fatherland can develop.

Po

875. ROLL, D.: Modern Children's Books and Print Making.
Bookbird, 16, 1978, No.2, pp.61-64.
1 fig.

The author poses the question of whether modern printing techniques do not threaten to a certain extent the artistic quality of books for children. The large numbers and large editions of books for children require rapid and cheap printing techniques, which, however, sometimes do not meet the artistic standards required of them, especially as far as colours are concerned. The author has come to this cconclusion also as a member of the international jury at the Bratislava Biennial, where the difference between the author's original and the printed version are sometimes very large indeed and always in favour of the original.

Op

876. SEEFELDT, C.- GALPER, A. - SEROCK, K. et. al.: The Coming of Age in Children's Literature.
Childhood Education, 54, 1978, No.3, pp.123-127.
Lit.54.

The authors carried out a project to study the opinions of children concerning the age of people. The project indicated that 90% of children have a negative attitude towards old age /Jantz 1976/ and thus they themselves acquire a specific stereotype of behaviour which is the outcome of the lack of continued links of interaction between generations. The authors stress the significance of literature for children, schools and teachers in overcoming stereotypes of behaviour in children and providing realistic and precise information which children can find in good quality literature for children and in communication with older persons, as well as by becoming aquainted with the specific life styles of senior citizens. The authors provide in their study an analysis of literature for children, where an older person is for some reason present /in fairy tales, short stories and in poetry/ and stress the relationship between a child and its grandfather or grandmother.

Hn

877. TUCKER, N.: Suitable for Children ? Contraversies in Children's Literature.
Berkley, University of California Press 1976, 224. p.
Review: MADISON, J.P.: Childhood Education, 54, 1978, No.5, pp.266-267.

The author of this book of essays provides critism of all genres of literature for children, both modern and classical and analyses the value of children's literature in general.

Hn

878. ULRICH, A.K.: Tiere im Kinderbuch. /Animals in books for children./

Der Schweizerische Kindergarten, 68, 1978, No. 5, pp.223-225.
Lit.5.

In older books for children animals often borrow human forms of behaviour. Contemporary literature for children looks sceptically upon lending human qualities to animals; this might lead to the child acquiring incorrect information. However, the problem is not so simple. Children tend to identify with personified animals in children's books, they see them as dream heros, have feelings of fear or tenderness for them. For children to become acquainted with real animals there are a number of opportunities: in the zoo, through films and television. Even for preschool aged children popular science books on animals are published. The tendency to endow animals with human behaviour can be found in literature since earliest times and stories about personified animals provide children with wide scope to use their own imagination. On the basis of the example of an older book for children, which in a moralizing fashion describes the life of a rabbit family, the author shows how moralizing aspects are for children of secondary importance. The story of the animals, however, encouraged their imagination. The author goes on to describe the content of several modern books for children with animals in them.

Fo

876. ULRICH, A.K.: Kinderbuch und Kinderspiel. /Children's books and children's play./

Der Schweizerische Kindergarten, 68, 1978, No.11, pp.503-505.
Lit.9.

The author describes in fictional form that books do not have a part in children's play, and that a book is not a toy. The respect a book provokes is probably caused by the fact that books have been transfered from the kingdom of science to the everyday life of ordinary people only recently. On the other hand, already very long ago both adults and children found joy in orally communicated fairy tales, verse, and songs; also games could be played together. Joy from play was the same among older and younger children and both were to the same degree naïve. Books for children are a much later development, when naïve games based on pure joy have become a thing of the past. The only thing which brings the same naive joy to both children and adults are so-called picture sheets from the last century. Some of them have recently been published anew. The pictures, accompanied with a brief text, describe curious objects and adventure tales from the whole world. The author considers these sheets as a model for how games and books can be combined.

Fo

880. WERNECK, L.: The International Language of the Illustration.
Bookbird, 16, 1978, No.3, pp.58-61.
1 fig.

The author reports on an interesting survey of books for children organized by the Francisco Alves Publishers from Rio de Janeiro. In the firm's bookshop more than 200 catalogues and posters from ten countries were on exhibit /among them also the books awarded in Bologna and at the Bratislava Biennial/. At the same time a seminar on the role of books in the life of preschool aged children was held, at which almost forty international specialist on the subject of preschool education met together.

Op

11.6 Theatre and films for children

881. ALLEN, E.G.+ WRIGHT, J.P.: Just for Fun: A Creative Dramatics Learning Center.

Childhood Education, 54, 1979, No.4, pp.169-175.
8 figs., lit.17.

The authors of this study deal with the problem of making use of learning centers for children for acquiring skills in reading. The learning centers use various methods and provide a survey of materials to be used for various types of activities. For a child to become a mature reader it must be stimulated to take an active interest in books, and its positive reactions on the basis of which it again and again turns to reading should be supported. To this end the activities of the Dramatic Learning Center contribute because it has become a major link in teaching children to read in class through the interpretation of various improvisations, scenes and by "writing" plays. The Center also helps teachers to assure that each child has the opportunity to regularly participate in creative drama activities.
The teacher, on the basis of obtaining various materials from the Center, can develop the creative

drama activities of the child by methodologically guiding it in the interpretation of various scenes, rehearsing roles it has been assigned and improvising its own drama creations. The authors further define the functions of the Drama Center as a place where children can play various roles, do pantomime, make their own puppets and costumes and actively participate in entertaining performances. The main medium in producing these scenes and plays are so-called "ham cards", which provide methodological instructions on how to perform entertaining scenes in a classroom. The authors stress the direct link between creative drama activities and reading /Dallmann 1974, Smith 1969, Moffett 1973, Stewig 1973/ and also the need for children to join in creative drama activities as a method of enlivening literature /both poetry and prose/ and as a method of improving oral reading by preschool aged children and first class pupils. The article cites examples of the use of creative drama activities in class, as well as a survey of suitable aids and materials for this activity, such as wigs, puppets, costumes, writing and drawing implements and also audio-visual aids.

Hn

882. ARNDT, M.: Puppenspielereien.2. /Puppet games-2./
Neue Erziehung im Kindergarten, 30, 1978, No.4, pp.12-13.

In view of the wide response which an article on this topic published in the 3rd issue of last year had, the author continues in her discussion of how to make glove puppets suitable for children. She selects materials on the basis of a workbook, which carries the same title as the present article and which is written for young school children. The author also cites other sources of information which can contribute to finding plays for puppet and marionette theatrical performances in kindergarten.

Op

883. BAUMGARTNER, B.: Es war einmal. /Once upon a time./
Der Schweizerische Kindergarten, 68, 1976, No.6, pp.257-259.

The author advocates the playing of fairy tales on the stage for children. However, there is a danger in showing the cruel actions which frequently take place in fairy tales in a too naturalistic manner. Some of those who adapt fairy tales to the stage simply leave them out, while others only indicate them. This does not, however, improve the fairy tale. The author describes his own staging of a fairy tale. He narrated the story on stage and the action was indicated by shadow play. The unrealistic shadow figures maintained their symbolic characteristics and left enough space for the children's imagination. The narrator was able to react to the children's expressions and to become a mediator between the action on stage and the audience. Both adults and children in the audience expressed their enthusiasm.

Fo

884. GYSIN, M.: Puppentheater und Sprache. /The puppet theatre and speech. /

Der Schweizerische Kindergarten, 68, 1978, No.10, pp.438-442.
2 photos.

In the puppet theatre the puppet should speak in a language which is adequate to its character and behaviour. This increases the impact it makes. If the speech and behaviour of the puppet are not consistent, the audience becomes uncertain of itself. In such a situation the child is incapable of following the action on stage. The speech of puppets must be understandable for children and adapted to various age groups.

Children tend to make direct contact with the puppets on stage and there exist a number of ways in which children can be provoked to cooperate. The puppets can ask for help, for advice, ask children in the audience various questions. The outcome is a common seeking of solutions, children make various suggestions. This method makes is possible for the children to identify with the course of the action on stage and also stimulates them to play later what they had seen on the stage.

Fo

885. KALMÁR,M. - BENIS, M. - SZŐLLŐSI, K.: Az elemi kreativitás megnyilvánulásai óvodásknál bábjátékos improvizócióban. /Expressions of basic elements of creativity in improvising puppet plays among children in kindergarten./ Óvodai Nevelés, 31, 1978, No.10, pp.380-385.

The description of a research project which aimed at determining whether the improvisation of puppet plays is suitable for investigating creativity in preschool aged children. Methods: With the aid of two glove puppets children were asked to improvise a play on the basis of their own imagination. These improvistaions were assessed on the basis of a scale of four main and seven seconoary criteria, based on Torrence and Yamamota. Findings: Out of 35 children, 33 were able to produce a rational story. An analysis of their content and psychological explanantions are described. In the majority of the plays, non-reality did not exist. The authors discuss Rabinstein's theory that the richness of a child's imagination is more an expression of the weakness of its thinking than the strength of its imagination. In conclusion the author describes some examples of children's improvisations.

Va

886. KOVAŘÍKOVÁ, [illegible]: Loutkové divadlo a výchova dětí. /The puppet theatre and the education of children./

Předškolská výchova, 32, 1977-1978, No.10, pp. 284-285.
1 photo.

The experiences of a teacher who played puppet theatre with her children. She found that the children best liked to play their own improvisations with the puppets, but that after a while their playing tends to lose momentum. It was necessary to teach the children how to use their voices, hands and how to manipulate the puppets.

First she teaches children to train their hands by moving the puppets in accord with various songs. Their voices are trained in the dramatization of fairy tales, manipulating the puppets can be learnt in doing various excercises with them. When the children have mastered these basic skills, probably sometime in November, they recieve flat puppets. They use them to play various dances, short scenes about animals which they have made up themselves, riddles in verse, etc. The children played for first class pupils, for younger children in crèches, for parents and they also performed in district and reginal festivals of puppet players.

Po

887. KUHN, I.: Schattenspiele im Kindergarten. /Shadow play in kindergarten./

Der Schweizerische Kindergarten, 68, 1978, No.6, pp.274-281.
3 photos, 1 fig.

A teacher describes her experiences with the use of shadow play. At first various shadow games were played. The children brought their favorite toys and projected their shadows on a screen.They learnt that by bring their objects or themselves closer or further away from the screen they can make the shadow larger or smaller. Part of the children would play, while the others watched. Later, various plays and dramatisations began to be used. At the same time the teacher prepared various puppets for a shadow play performance. At first she herself played, later she asked various children to help her. She describes in detail the course of dramatizing various songs played by shadow figures, the reaction of the children and the subsequent use she made of the performance. She also attaches instructions for the building of a shadow theatre.

Po

888. NOVOTNÁ, M.: Ako využívám maňušku a dramatické hry v detských jasliach. /How I make use of a glove puppet and dramatical plays in crèches./
Predškolská výchova, 32, 1977-1978, No.5, pp. 133-134.
3 photos.

Scenes played by glove puppets or improvised performances with the use of glove puppets can be used in crèches to provoke among the children an interest in activity periods and for entertaining or quieting a weeping child. The children usually follow the glove puppets closely, answer their questions, have them participate in their games. The author cites various brief scenes which help children to learn correct hygienic and social habits.

Another form of utilizing dramatic elements in education are dramatical plays. The author describes how she dramatized the fairy tale about Grandfather and the Sugar Beet.

Po

889. O pražském loutkářství. /On the puppet theatre in Prague./
Československý loutkař, 28, 1978, No.3, p.55.

At the founding conference of the Prague section of the Union of Czech Theatrical Artists, Artist of Merit Miloš Kirschner spoke on the problems of professional puppet players in Prague. The number and quality of the staff of our professional puppet theatres is inadequate and for this reason a number of potential children's audiences remain untapped. The situation could partially be remedied if a school theatre for those who study puppetry at an institution higher learning could be set up; this would also serve to increase the supply of puppet performances available in Prague.

Ku

890. PLAŇAVA, I. - PŘIKRYLOVÁ, Z.: Psychologie a divadlo pro děti. /Psychology and the theatre for children./

Československý loutkář, 28, 1978, No.5, pp. 106-109.

In this article the authors inform readers on the findings obtained in projects which envolved cooperation between psychologists and the "Radost" theatre in Brno. The object of the investigations was the feed-back which exists between the audience and the performance /whether the reaction of the audience is in accord with the purpose and intention of the action on stage/. Psychology can help those who play the theatre for children to learn about the mental profile of a child, the specific aspects of its perception, thinking and feeling. A fairy tale played on stage offers not only a basic polarization of values, of warrented and unwarrented aims, but also a differentation of roles in life in view of sex. It also provides audiences with a number of emotional experiences /which range from joy and happiness to fear/. A significant contribution to the development of the child's personality is education towards a concentrated perception of the whole complex formed by the theatrical performance. The main prerequisites for a theatrical performance to make an impact upon an audience made up of children are the children's attention, suggestibility and emotions. A performance is an experience which makes it possible for an audience made up of children to identify with the hero of the fairy tale.

Ku

891. PLAŇAVA, I. - PŘIKRYLOVÁ, Z.: Psychologie a divadlo pro děti. /Psychology and the theatre for children./
Československý loutkař, 28, 1978, No.6, pp.129-130.

In this continuation of a previously published article the authors deal with the mentality of the preschool aged child and the young school child. The mentality of these children is undifferentiated or differentiated to a small extent, as far as mental functions and processes are concerned. The child accepts the world around it in an animalistic manner- everything is made alive and attributed human qualities. The thinking of children can be described as giving dominance to final outlooks over causal ones, since the child is above all concerned with the aim and purpose of things or events. Another characteristic of a child's mentality is his presentism and tropism; young children live in the present and their world is limited from a location point of view.

Ku

892. PLAŇAVA, I. - PŘIKRYLOVÁ, Z.: Psychologie a divadlo pro děti. /Psychology and the theatre for children./

Československý loutkař, 28, 1978, No.7, pp.150-152.

The authors of the article this time devote their attention to the developmental dynamics of childhood and various age groups in children's audiences. Usually children between the ages of four and ten years make up the audience of theatres for children and this age span is one of the most important in the course of the whole life of a person. The developmental stages of childhood include the preschool age /or age of play activity/, the age of first structural changes /coming to school/ and the median age of equilibrium, which is characterized by the development of cognitive interests. If a theatrical performance also aspires towards psychological and educational aims, it must take into account what means and forms are adequate for a specific developmental stage and what is positive from the point of view of fulfilling given aims.

Ku

893. PREDMERSKÝ, V.: Bábkarska poetika Lubomíra Feldeka. /The puppetry poetics of Lubomír Feldek./

Zlatý máj, 22, 1978, No.3, pp.174-177.

Lubomír Feldek has become a foremost personality in the puppetry of Slovakia. This author and poet has created for children very personal plays. In them he relinquishes a conventional view of the world and this leads to very unusual situations. During the fifties, professional puppet theatres concentrated mostly on audiences made up of children. L. Feldek in his plays has placed the puppet theatre on equal footing with all other performing arts. His plays, which are just as popular among children as among adults, have become an indivisible part of Slovak dramatic art.

Ku

894. PRUŠOVÁ, E.: Mámo, táto, pojďte s námi do Violy ! /Mummy, Daddy, come to the Viola with us !/

Zlatý máj, 22, 1978, No.7, pp.49-50.

The director of a Prague kindergarten provides information on how preschool aged children with their parents visit afternoon performances at the Viola Theatre. The repertory of this theatre for young children is quite extensive and has found a favorable response not only among children, but also among their parents. A visit to the theatre together is a pleasant and suitable way of spending one's leisure time.

Fu

895. SLUNEČKO, P.: Loutkářská Chrudim. /The puppet festival at Chrudim./
Učitelské noviny, 28/81/, 1978, No.32, p.6 .

The author of the article provides information on the course of the festival of puppet amateur groups which was held in July in the town of Chrudim. Performances by puppet ensembles composed of children and from Popular Art Schools have shown that the puppet playing activities of children receive a great deal of attention and care in this country. Kindergarten teachers demonstrated various suitable examples of how to work with a text in kindergarten.

Fu

896. SLUNEČKO, P.: Příležitost pro loutkaře. /An opportunity for puppeteers./
Učitelské noviny, 28/81/, 1978, No.16, p.10.

Information on the announcing of the 2nd

Festival of Individual Performances with Puppets, which is being organised by the group of amateur puppeteers of the Union of Czech Theatrical Amateurs. Those interested in participating in the festival can apply for participation in three categories. Anybody who has reached 15 years of age and for whom playing the puppet theatre is not a source of income can participate. First district and regional festivals will be held, and the winners of these rounds will participate in the finals, which will be held within the framework of the Puppet Festival held annualy in Chrudim; in 1979 this festival will be an international one. The organisers expect that kindergarten teachers and educators from Popular Art Schools will be interested in the festival.

Hn

897. SLUNEČKO, P.: Příležitost pro každý den. /An opportunity for every day./

Učitelské noviny, 28/81/, 1978, No.31, p.6.

The puppet theatre is very important for pre-school aged children. They should therefore become acquainted with it within the framework of kindergarten. The basic problem of performances is the choice of program - what should be played and how should the play be expressed. Kindergarten teachers can verify their capabilities as puppeteers by playing for their young audiences every day.

Ku

898. SOKOL, F.: Využití loutkového divadla v pedagogické praxi. / Making use of the puppet theatre in practical educational activities/ Československý loutkař, 28, 1978, No.3, pp.66-67.

The author reviews a diploma thesis written by E. Krsková. In it she analyses the findings of a project which included an assessment by teachers of performances of the DRAK puppet theatre from Hradec Králové, how well teachers are informed about the contemporary puppet theatre and in what way they make use of the opportunity to organise puppet theatre performances in their educational work. The answers to questionnaires, which were administered for this purpose, indicate that the teachers are interested above all in how the children behave during performances. Usually they acquaint the children beforehand with the topic of the performance, the author of the play, etc. The performances of the DRAK theatre are in the majority of cases assessed in a very positive manner.

Ku

899. ŠMAUS, Z.: Slovo a loutka. /Words and puppets./ Učitelské noviny, 28/81/, 1978, No.16, p.10.

The author provides information on an unusual method of work undertaken with the students of the Pedagogical Secondary School in Prachatice, who already in the course of their studies try through art to fundamentally influence young children. From the beginning of the 1977 school year they have included the subject of practical puppetry and the elective subject of a drama workshop in the curriculum. The aim of these courses is to teach students to master the spoken language and to make first attempts to manipulate puppets and also to learn to correctly recite and narrate, to do breathing and articulation excercises. The workshop is taught by the actor L. Huml from the Malé divadlo in České Budějovice and by Vera Schulzová, a professor of Czech. The Pedagogical School from Prachatice won a statewide competition in the recitation of poetry and prose by improvisation, which was held at Kroměříž in 1977.

Hn

900. TAPPOLET, U.: Puppenspiel und Sprache. /Puppet playing and speech./
Der Schweizerische Kindergarten, 68, 1978, No.10, pp-444-446.

The author describes experiences with running a studio for puppet playing to which 50 children between the ages of 4 to 18 years regularly come. Playing puppet theatre here aims at improving the development of speech, both among normal children and those who have speech disordes.The author considers puppet playing to be a specific type of therapy. A child can develop normally only when it has the possibility of dealing with the problem it generally encounters. The author cites examples of mental speech defects, which she was successful in overcoming with the help of puppet playing /with a child who did not speak and one who had a strong stutter/.

Fo

901. THIER-SCHROETER, L.: Freude und Spass mit der Handpuppe. /Joy and entertainment with hand puppets./

Neue Erziehung im Kindergarten, 30, 1978, No.5, pp.7-9.
Lit.9.

In the introduction the author discusses the specific opportunities which activities with a glove puppet provide for various age groups and formulates some general principles for preparing a puppet performance. She attempts to distinguish various plays according to the age of the children and cites examples of plays suitable for various age groups. From the plays available for glove puppets she recommends those which she considers to be suitable from the point of view of their artistic merit and educational value.

Op

902. THIER-SCHROETER, L.: Freude und Spass mit der Handpuppe-II. /Joy and entertainment with glove puppets - part II./

Neue Erziehung im Kindergarten, 30, 1978, No.6, pp. 6-8.
4 figs., lit.5.

The author continues in her discussion of the use of puppet playing as an important educational and teaching medium; first she discusses plays for children and then performances put on by the children themselves. In the majority of cases these performances are well rehearsed and not free improvisations; thus techniques in mastering the puppet and the text are stressed. According to this concept, children actually play rehearsed performances put on for others.

Op

903. WÜTHRICH, K.: Puppentheater im Kindergarten. /Puppet theatre in kindergarten./
Der Schweizerische Kindergarten, 68, 1978, No.6, pp.253-256.
2 photos.

Besides looking at puppet theatre performances put on by the teacher, the author recommends that also children have the opportunity to put on performances. She provides various instructions on making, together with the children, the puppets /25 children should have at least 75 puppets/ and defines the basic rules for producing a play which does not constrict the children's imagination, but provides them with opportunities to develop the play. These include: 1. Prepare before hand the basic structure of the stage, which will be suitable in size to children, 2. At first only two children should play and only later should a third be invited to join in. This arrangement, however, brings the liklihood of conflicts and the teacher should follow the course of the play carefully. 3. Before the children begin to play, they should each chose a puppet to play with and together they should chose a single animal. These limitations will cause the play to have a more or less firm plot. 4. Various props, such as toys, boxes, kerchiefs belong to each performance; they also serve to develop the children's imagination. 5. The children can mainly play for themselves and only later should they play for other children.

The author also describes a play which the children, under her supervision, made up and wrote themselves.

Fo

904. ŽILKA, T.: Bábkova hra ako umelecký artefakt.
/A puppet play as an artistic artefact./
Zlatý máj, 22, 1978, No.9, pp.587-591.

The puppet theatre is a part of the dramatic arts even if it has strong links with the visual arts. As a synthesis of a number of various arts it has a more comprehensive impact upon children than any other art form and is also more accessible to children than drama with living actors. The essence of a puppet is in its visual effect from which follow its aesthetic and artistic impact.

Ku

905. ŽILKA, T.: Pre radosť najmenších. /To the joy of the youngest children./
Československý loutkař, 28,1978, No.12, pp.267-268.
1 fig.

Information on an interesting performance for young children at the Puppet Theatre in Nitra. In this performance the audience watches as non-living objects /props and puppet components/ change into animals. The children participate in this transformation and are so active that they consider themselves to be part of the action.

Ša

11.7 Radio and television for children

906. BENEŠOVÁ, M.: Když se kresba pohybuje. /When a drawing begins to move./

Rodina a škola, 25, 1978, No.12, p.4.

Children's perception of animated films is made easier by three factors: 1. the natural inclination of a child to graphic expression; 2. the relatedness of animated films and pictures in books; 3. the mental disposition of the child, above all its capability of making everything alive . Our contemporary animated and puppet films by their ideological and artistic qualities represent one of the most significant productions for children throughout the world. The significance of animated films for children is in that they educate children in an entertaining form, improve children's taste and multiply their knowledge of the world.

Ku

907. BONOVÁ, M.: Využívanie rozhlasového vysielania. /Making use of radio broadcasts./

Predškolská výchova, 32, 1977-1978, No.11, pp.324-325.

1 photo.

The author describes the experiences of a kindergarten where the radio program broadcast for kindergartens is regularly listened to. Also parents are told when suitable radio programs are on and they are advised to enable their children to listen. The radio is often able to provide what a kindergarten cannot, for instance authentic sounds of machines, musical instruments, the voices of animals, the cultivated speech of professional actors, etc. Children should be taught how to attentively listen to the radio. Young children are given a doll and asked to see to it that the doll "behaves itself" and does not disturb others. The teachers take notes on what they hear and consider how this material can later be used during educational work.

Fo

908. GLUSHKOVÁ, Y.: Televideniye, rezhim dnya i zdorovye detey./ Television programs, the schedule for the day and the health of the children./ Doshkolnoye vospitaniye, 1978, No.6, pp.73-76.

The author discusses findings concerning the effect of television on the health of children, on their activity and degree of fatigue. The greatest danger that TV poses is a disruption of a child's daily schedule. When children frequently look at television during the day this forms a habit which tends to turn into automatic reactions, which then make it possible for the child to look at any type of program. From this it follows, that the more children look at television, the more tired they become; they are then too tired for any other activity and thus continue to spend even more time in front of a TV set. All this has a negative influence on the nervous system and upon mental functions and this in turn leads to irritablity, negative changes in the child's character, as well as its behaviour. Frequent watching of TV programs means that the child has less movement. Preschool aged children should only watch television for 30 minutes a day besides the evening fairy tale which is addressed to them. This time should not be extended, even if the child is ill and stays at home.

Watching television has the same effect on eyesight as drawing. By watching TV, the demands made upon a child's eyesight increase. In order to provent eye fatigue it is necessary to make sure that the child is not sitting too close to the set. The distance should be between 1.5 meters and 5 meters. Also illumination should be correct and the screen properly focused.

Fo

909. HENGST, H.: Flucht vor dem Alleinsein ? /Flight from solitude ?/

Spielen und Lernen, 1978, No.11, pp.103-104.

The author, who deals with the sociology of education, discusses the problem of mass media in contemporary education. In view of the fact that today's world - and thus also a child's world - is overfulfilled with optical impulses, the author consider it necessary to supplement them with more acouistic impulses, so that the perception of a child is cultivated. At the same time the mass media should, to a greater extent take into consideration the manner in which children today live. But the output of phonograph or tape recordings, as well as radio and television broadcasts are determined by commercial interests and are stereotyped. In the author's opinion the mass communication media have so far not been able to take into account the laws of development governing the perception of a child and to make use of the specific aspects of their own impact for educational purposes and for making the child more active.

Op

910. HOFEROVÁ, V.: Ve znamení Sluníčka. /Using the journal for preschool aged children "Sluníčko"./

Předškolská výchova, 33, 1978-1979, No.3, pp. 86-87.

Notes on a model activity period which aimed at demonstrating examples of educational activities with the journal Sluníčko.

Fo

911. HUTH, H.: Sind Medien Miterzieher ? /Do the mass media educate ?/

Der Schweizerische Kindergarten, 68, 1978, No.1, pp.42-43.

A report on a meeting of specialists organised by the International Central Institute on Television for Youth and its Education. In spite of the fact that preschool aged children do not spend as much as 50 hours a week in front on a TV set, as is the case in the USA, nevertheless also in Europe TV mania is becoming apparent. A member of the staff of the Institute, H. Sturm, in her paper on the opportunities provided by the mass media for education, based her concepts on the theories of J. Piaget concerning the stages of intellect development in a child. During the stage of symbolic thinking /from 18 months to four years/, the radio and phonograph records are best suited for the child, because when listening, the child's imagination develops. Insofar as children who follow televison have a larger vocabulary upon entry to school, this is soon evened out during classes.

In view of the importance of the impact that television has on the education of children and youth, the relevant research projects in this area are organised by the Federal Ministry of Public Health.

Fo

912. Juź trzydzieśći lat przedszkolacy słuchają swoich audycji radiowych. /Kindergarten children have been listening to their own radio program for thirty years./

Wychowanie w Przedszkolu, 31, 1978, No.11, pp. 545-549.
6 photos, lit.l.

In spite of the fact that 1948 was a year of shortages both in consumer goods and also in experience, the first radio program for preschool aged children was begun. At first this program was broadcast only once a week, but since 1949 a second weekly program was begun and also a special musical program was broadcast. Since 1969 preschool age programs became a part of the department for children's programs, produced programs for which children from 5 to 12 years of age. The article mentions the main journalists, actors and musicians who created the programs and changes which occured throughout the years.

Bu

913. NORDHOFF, I.: Strasse der Fantasie ? /The ways of the imagination ?/

Spielen und lernen, 1978, No.4, pp.22-26.

The author comments on a new serial produced by educational television in the German Federal Republic, which continues in the well-known internation TV serial for children called "Sesame Street". In contrast to the previous concept of the serial, which carried a strong educational stress in the area of cognition, the new approach is much freer and stresses play and using the imagination. In the opinion of the authors of the serial the educational aim of the program should not be the one-sided and isolated development of some intellect functions, but rather making a complex impact on the child's personality by stressing elements of creative play and the use of the imagination. This new part of the serial introduces new characters - a pair of adult actors who act as moderators /Lilo and Henning/ and the figures of the bear Samson and the bird Tiffy. Each of them is the bearer of a specific social role, which is presented in such a way that children understand it and so that it can serve for identification and imitation. Great stress is placed on activation elements and the alternation of various types of activities.

It is too early to assess whether this concept has real advatages in comparison to one; it also probable that the previous the previous/figures have become so popular they may, to a certain extent, make it more difficult for the new figures to be viable. In any case the concept represents an interesting experiment, which deserves our attention and assessment at some later date.

Op

914. POLYAKOVA, A.: Tekhnicheskiye sredstva obucheniya v prepodavani doshkolnoy pedagogiki. /Technical media used in teaching preschool pedagogics - Part I./

Doshkolnoye vospitaniye, 1978, No.2, pp.84-88. 1 tabs.

The use of technical media in the course of teaching is a necessity in the period of the scientific and technological revolution. The author cites a number of sources which discuss this problem from the point of view of teaching various subjects in secondary school, as well as in vocational and teacher training schools.

In recent years Soviet schools have achieved great success in improving teaching methods. Special attention is devoted to developing cognitive activities and the independence of pupils and also to the use of technical media which stimulate pupils towards active and creative activities and to logical thought. The author undertook a study of how pedagogical schools, which educate teachers for kindergartents, use technical teaching media. On the basis of an analysis of the activities of 60 pedagogical schools in the Russian Soviet Federal Socialist Republic it was found that much attention is devoted to this problem. It is the subject of many pedagogical meetings. Some teachers make their own slides or films for the lessons they teach. They also organize model lessons where technical media are used. A table sums up the situation in the use of technical media and indicates that in the majority of cases material which was originally intended for the pedagogical education of parents can be used for this puppose. There is very little material which has been directly made for this purpose.

Fo

915. POLYAKOVA, A.: Tekhnicheskiye sredstva obucheniya v prepodavanii doshkolnoy pedagogiki. /Technical media used in teaching preschool pedagogics - Part II./
Doshkolnoye vospitaniye, 1978, No.3, pp.82-87. 1 tab.

Technical media are still used to a small extent in the teaching of pedagogics. So far, the experiences gained in this area have not been used to draw conclusions, the didactical principles of their use have not been formulated and these media are not available is a sufficiently large range.

The author describes how she taught the topic "play" with the maximum use of technical media. She used slides, school films and recordings. The table sums up various partial topics and the technical media adequate to them /films, slides, recordings/, assignments for individual work of the students during class work, during practical teaching excercises in a teaching kindergarten, and for homework.

Fo

916. SCHOBERT, W.: Auto, Geige und der Hund Klecks.
/A car, a violin and the dog Klecks./
Spielen und lernen, 1978, No.5, pp.34-37.

A report on the International Film Festival held in Berlin, which for the first time in its existence has also held a festival of films for children. The films screened at the festival came from many different countries and were of very different qualities. They included fairy tales, musicals, stories from life, puppet films, feature films and animated cartoons. In the author's opinion /he is the chief of the Frankfurt Film Institute/, the best films shown at the festival for children were from Czechoslovakia, not only due to the excellent quality of the sdenarios and film direction, but also due to the whole concept of this type of art for children. He concludes by saying that it is a pity that in the Federal Republic much still remains to be done in this area.

Op

917. SUSMAN, E.J.: Visual and Verbal Attributes of Television and Selective Attention in Preschool Children.

Developmental Psychology, 14, 1978, No.5, pp. 565-566.
Lit.6.

Until now the subject of study has usually been the influence of the content of what is broadcast, rather than the influence of other than content aspects of TV. In the project reported on, the influence of visual attributes /the movement of the camera/ and verbal attributes /the speech of persons/ in a pro-social TV program was studied in relation to the visual attention of preschool children. At the same time the relation between visual attention and understanding the content of what was broadcast was studied. In the program used for the project, movements of the camera were varied, as well as the speech of persons. An observer recorded manifestations of the visual attention of the children when following the program. The findings indicate that visual attentiveness is lesser when the camera is moving than when it is not. When persons in the program spoke, then movements of the camera did not influence attention. Non-content elements of televison broadcasts thus have an influence on the attentivenss of children.

Od

918. VanCAMP, S.S.: The World Through Five-Year-Old Eyes.

Childhood Education, 54, 1978, No.5, pp.246-250. Lit.7.

The author sums up in his study the findings of a research project which included 350 children from day-care centers and elementary schools in Newcastle and Delaware, which aimed at determining what children think about television and the contemporary world. Groups of children from day-care centers were asked what they like best in TV programs. Almost all the children were able to distinguish real events and fiction. Many children expressed a preference for fairy tales and cartoon pictures. But most of the children also followed newscasts, as well as some programs unsuited for children, which to a certain extent influenced their mental health. In these five - to six-year-olds an internal struggle takes place due to television, when they try to understand our very complicated society. Many are confused as far as determining the place of an event, its time, spatial aspects, sequence, likelihood, cause and effect. The author also administered a questionnaire to the teachers of these children, which included such questions as how long they have been teaching, do they consider the children better prepared for school than 15 years ago, whether they consider television to be a stimulating or destructive force in the development of a pre-school child; the teachers were also asked to cite a list of specific TV programs to substantiate their opinions. All the teachers said that children are today better prepared for school and are smarter and better prepared for formal teaching due to television but also, due to the improved quality of their toys, due to greater knowledge on the part of their parents concerning the development of a child and due to their parents' cooperation with school. The following negative influences of TV on children were cited: the children tend to chose such programs which do not force them to think or to exert themselves, they are manifestly less emotional /they do not take other children and those people they come into contact with sufficiently into account, they are not considerate/ and they manifest aggressive tendencies. An analysis of a study made in 1977 indicates that the programs of television in the US in the course of a 73 hour period show 36 deaths, 643 various types of weapons and 41 cases of wounds and violence - even in sports programs. Already Piaget in 1954 explained in his theory of assimilation, accomodation and achieving equilibrium in connection with the construction of reality by a child, that children do not fully understand the concept of time, space and causality, before they achieve the stage of "formal operations", i.e. in the period immediately before puberty. In 1977 The American Medical Association, The National Federation of Parent-Teacher Associations and the Society of Television for Children all took a stand against the programs broadcast by televison for children and against violence on the TV screen. In educating children for a full and rich emotional life without deviations and negative developments, the main role is played by parents, educators and teachers - as the author stresses. It is they who must explain to the child notions it does not understand, to speak to it as much as possible, to chose suitable programs for it and to guide and supervise it in a tactful way.

Hn

11.8 Children's celebrations

919. TIMBERLAKE, P.: Classroom Holidaze.

Childhood Education, 54, 1978, No.3, pp.128-130.
1 fig., lit.2.

The author, who is a kindergarten teacher, deals with the problem of classroom celebrations in kindergartens. She warns against too many celebrations, especially of various anniversaries, for preschool children who are not yet capable to perceiving historical contexts. In planning a program of celebrations the curriculum should take the following into consideration:

1. What purpose would the inclusion of a specific anniversary into the curriculum serve and what will the children gain by the celebration.
2. Is the celebration suitable for the specific age group in question, in regard to the past experiences of the children.
3. How much time and energy should be devoted to the celebration.
4. What materials can be used for the celebration.
5. What methods will be used in preparing the program.
6. What specifically should be avoided during a celebration /for instance symbolic pictures, stereotypes, commercialization, and too much stimulation/.

Classroom celebrations should be creative and exciting occasions which bring preschool children a permanent and unforgetable experience.

Hn

12. THE EDUCATION OF CHILDREN REQUIRING SPECIAL CARE

920. A hátrányos helyzetu gyermek nevelésének módszerei. /Methods of educating handicapped children./
Ma és Holnap, 5, 1977, No.2, pp.178-193.

The handicapped child is discussed in relation to kindergarten, as well as the mutual relationship between the kindergarten which the child attends and its family.

Poo

921. BAGI, P.: Az érzelmi és az értelmi fejlődés összefügg. /Intellect and emotional development go hand in hand./
Óvodai Nevelés, 31, 1978, No.5, pp.177-179.

The author discusses the education of problem children, which she demonstrates on the special case of Peter. She describes his behaviour, reactions, making contact with his mother and gaining her cooperation for the education of her son. Positive results were only the outcome of a long and tedious period of work and patience. Within the framework of the Parent-Teacher Association a discussion was held on the topic "Do You Know Your Child?". The author concludes by explaining that exertion for the correct and healthy development of a child's personality is always well invested.

Ml

922. BÉRES, A.: Én rajzolok, te játszol, mi gyógyulunk.
/I draw, you play, we both are being cured./
Uj Tükör, 15, 1978, No.15, pp.36-37.

The author discusses problems of child psychology from the point of view of a child in hospital care and the role of play in the process of treatment.

Poo

923. BOBASH, M.: Vivre avec les autres. /To live among others./
L'Éducation, 1978, No.349, pp.8-10.
2 photos.

Kindergarten is a good place to integrate handicapped children into a group. Attempts in this direction are undertaken especially in the Scandinavian countries, while in France they were first tried in the 1976-1977 school year in the Paris kindergarten in the rue Possey, which accepted 4 deaf children.

At a preschool age the children were much better able to adapt and also healthy children accepted them without difficulty. Deaf children imitate those who hear, for instance they express music by movement in spite of the fact that they do not hear it.

For the teacher the basic problem remains the seeking of methods which would be suitable both for those children who hear and those who do not. The aim is to integrate the child into a normal school class later on.

Pár

924. ČAJKOVÁ, V.: Význam materských škôl pri zdravotníckych zariadeniach. /The significance of kindergartens attached to health care facilities./ Zdravotnická pracovnice, 28, 1978, No.11, pp. 688-689.

The importance of kindergartens attached to health care facilities is that through the teacher the mental state of the children is influenced, a happy and positive atmosphere is formed, as well as conditions for play. To the extent that the children's health permits, the kindergarten teacher provides them with education. Purposeful activities, assignments adequate to the children's age and health, games and toys take the minds of children away from their illness, influence their mood and keep them active. All this is important for therapy.

Fo

925. EISSLER, R.: Physical Illness and Handicap in Childhood.
Yale University Press, 1977, 321 p.
Review: International Journal of Early Childhood, 9, 1977, No.2, p.190.

A collection of four theoretical studies, the most interesting of which is by Anne Frencl: "Physical Illness in the Mental Life of Children".This study was originally written in 1952 and is now reprinted.

Mii

926. KILKINA, L. - MIRONOVA, S. - MOROZOVA, N. - PLAKSINA, L.: Detskiye sadi Litovskoy SSR dlya anomalnikh detey. /Kindergartens for children requiring special care in the Lithuanian Soviet Socialist Republic./
Doshkolnoye vospitaniye, 1978, No.8, pp.39-44.

A report on an inspection tour which found that in the Lithuanian SSR the system of control of kindergartens for children requiring special care makes it possible to correctly supervise these facilities, to gather positive experiences and to overcome negative manifestations very rapidly. All this is reflected in the excellent quality of educational and teaching work, as well as the corrective and compensational function of these facilities. The report describes in detail the specific aspects of the work of various types of these kindergartens, their furnishings, function and the activities of methodological centers in individual districts, as well as individual facilities. The majority of directors, and teachers in these kindergartens have been educated at institutions of higher learning, where they specialized in defectology. The educators maintain close contacts with the scientific staff of defectology departments at pedagogical institutes and they have made numerous suggestions for changes in the curriculum used in the kindergartens.

Within the republic there are permanent committees which seek out and examine children requiring special care. On the basis of determinining their number, a plan for openning the necessary type of kindergartens have been drawn up and these plans are now being fulfilled.

Fo

927. JUUL, K.D.: European Approaches and Innovations in Serving the Handicapped.

The Exceptional Children, **44**, 1978, No.5, pp. 322-330.
Lit.23.

The author assesses the services rendered to handicapped children in various European countries. In a historical introduction he provides a survey of the various educators who developed methods of care of handicapped children /the Montessories, Pestalozzi, Bettelheim, Cruickshank, Kirk, Goldstein, Riper, etc./ before World War II and after it, until the present. He then goes on to provide a survey of educational systems in various countries, the development of curriculums for handicapped children, diagnostic tests and methods which aim at an early identification of handicapped children; a comparison of different systems used in various countries is made. Finally the author provides information on innovations in the education of handicapped children such as the Bavarian School for the Blind, The Karrahunds-skolan for the Physically Handicapped in Gotenburg, The Skaadalen School in Oslo and others. In the USA stress is placed on physio-therapy, as well as aesthetic and art education, while in Denmark "Robinson" fields are used and in Holland nature excursions.

Rn

928. **KIEPENHEUER, K.:** Sterile Einheit -stille Enheit ?
/Is a sterile facility/silent facility ?/
Der Schweizerische Kindergarten, 68, 1978, No. 3, pp.131-132.

A biref discussion by a physician and psychiatrist who points out that a sick child requires a humane approach even when a sterile environment and isolation are necessary. Using advanced technology and being humane need not mutually exclude each other.

Po

929. KRAUS, É.: A retardált gyermek érdekében. /In the interests of retarded children./

Óvodai Nevelés, 31, 1978, No.4, pp.147-148.

A reaction to the article entitled "Society Also Helps" in which the author discusses the children which come to kindergartens for children requiring special care. The opinions many people have concerning the environment from which retarded children come are often false. The author stresses the fact that retarded children do not come only from primitive environments, but very often from well-to-do families, with parents who are intellectuals.

M1

930. PURUCZKY, E.: Enkefalopátiás gyermekek beilleszkedési lehetőségei alsófokú oktatási intézmények csoportjaiba. /The possibilities of encephalopathic children accomodating to other children in basic child-care facilities./

Óvodai Nevelés, 31, 1978, No.7-8, pp.284-285.

The author first discusses the family as a social locality, which, however, cannot provide sufficient stimuli for the healthy development of a child, which needs a group of its peers and an adequate environment. Great care should be devoted to the selection of suitable environments for handicapped children. The author goes on to discuss the function of school preparation groups in kindergartens and whether retarded children should participate in such groups. Finally, methodological aspects of educating retarded children are discussed.

Va

931. PUSKÁS, R.: Nehezen nevlehetõ gyerekek óvodánkbán. /Difficult to educate children in our kindergartens./

Óvodai Nevelés, 31,1978, No.3, pp.109-110.

A contribution to the discussion currently being held on the topic mentioned in the title. The author analyses the situation existing in her own kindergarten and comes to the conclusion that there seems to be an increasing number of children who are difficult to educate. She goes on to analyse various types of these children on the basis of the description of various individuals. Finally various educational methods are described and various suggestions are made for improving care of children in general.

Nl

932. SAFFORD, P.L. : Teaching Young Children with Special Needs.
Introduction by W.C. Marse and E.C. Braricbe.
St. Louis, The C.V. Mosby Company, 1978, 398 p.
62 figs.
Review: The Exceptional Children, 44, 1978, No.8, p.623.

This book is of importance for those who work with children between the ages of 8 - 9 years. Chapters I - IV describe basic procedures for early diagnostics and their theoretical foundations; three main areas of handicap are examined: emotional and communication abnormalities, slight educational defects and extensive or multiple defects.

Hn

933. SANTSCHI, C.: Der Ort ist gut, die Lage neudoch der alte Lump ist auch dabei ! /The place is nice, the situation is new, but that old devil is still there !/
Der Schweizerische Kindergarten, 68, 1978, No.3, pp.127-129.

The author discusses the later consequences of neglect at an early age. A child which was irregularly and negligently fed in infancy will later try to obtain food in an illegal manner and does not relish eating during well organised meals. The consequences of neglect can also make their appearance later as an insufficient need for personal hygiene.

Fo

934. STIEGER, A.: Verwahrloste Kinder. /Neglected children./

Der Schweizerische Kindergarten, 68, 1978, No. 3, pp.124-126.

Neglect in children usually has the same cause: a chronic lack of love and understanding, the absence of any education or insufficient education, a lack of stimulation and supervision. Neglect can occur not only in a family environment, but anywhere where children do not find the opportunity to satisfy their emotional and intellect needs. This can occur in a foundling home, in a crèche, kindergarten or at school.

The duration of time in which a child does not receive the necessary stimulation it needs is a factor which influences the degree of neglect. The child undergoes various stages of development when its various functions mature and become differentiated. For every physical and mental function there exists a critical period or phase which is specially sensitive. It is also this factor which is the cause of various forms and degrees of neglect.

Another important factor is the physical and mental state of the child. Difficulties which are the result of this state are multiplied in neglected children. In working with neglected children it is necessary to first become well acquainted with the child's family background and to correctly diagnose the degree of neglect.

Po

935. ZLÁMALOVÁ, V.: Výchovné zamestnavanie hospitalizovaných detí na dojčenských oddeleniach.
/Educational activities of hospitalized children in infant wards./
Zdravotnická pracovnice, 28, 1978, No.10, pp. 34-39.
10 tabs., lit.6.

The author provides information on a research project carried out by staff members of the Institute for the Further Education Intermediate Health Care Personnel in Bratislava. Its aim was to determine the following:
1. the influence of educational activities of infants on their mental and motor development and state of health; 2. the attitudes of pediatric

nurses to these activities; 3. possibilities for including educational activities into the daily operations of the ward; 4. the best method of keeping records and documents of these activities.

The educational activities concentrated on achieving more rapid adaptation to the environment provided by the hospital ward, on the prevention of hospitalisation syndromes and on providing support for the process of regaining the child's health and its correct development, as well as making its stay in the hospital as pleasant as possible.

The findings indicate that when suitable conditions are formed it is possible in an environment formed by a hospital ward and among children who have been hospitalized for long periods of time to sustain mental and motor development which is within the normal standard. It is assumed that when the child feels satisfied and when positive emotional states predominate, it will regain its health more quickly.

Po

12.2 Behaviour defects

936. BAHNOVÁ, J.: Terapeutické skupiny 5 - 11 ročných detí na PVK a SVP v Bratislavé - materiály z psychologické výchovné kliniky a strediska pro voĺbu povolania v Bratislave. /Therapy groups of 5 to 11 year old children at the Psychological and Educational Clinic and at the Counselling Center for Vocational Guidance in Bratislava./

Psychológia a patopsychológia dieťaťa, 13, 1978, No.4, pp.354-361.
Lit.18.

The author provides information on the experiences gained in therapy with groups of children. She acquaints the reader with specific types of procedures and techniques which have proven to be practically successful. Her article is addressed to beginning psychologists. Methodologies of various techniques which can be used in a differentiated manner, according to the diagnosis and the age of the child, have not yet been fully developed.

Val

937. GÁAL, K.: Egy gyermekért. /For one child./

Óvodai Nevelés, 32, 1978, No.3, pp.65-68.

The author describes methods of educational procedures used on a boy difficult to educate, whose behaviour was strongly influenced by a neurotically functioning environment.
The author provides an analysis of his mental development, his personality and attitude towards a peer group, as well as a case history of his family environment.

Va

938. MATĚJČEK, Z.: Čtyřletý trapič. /A four-yer-old tormentor./

Rodina a škola, 25, 1978, No.11, p.6.

In this article a psychologists answers the questions asked by a mother, who has educational difficulties with her son. He explains what educational measures are valid for this particular type of child behaviour and points out that in these cases punishments usually do more harm than good, from an educational point of view. Things should be arranged in such a way that the child can do them well and thus be praised. Individual cases should be consulted with a district child psychiatry counselling services.

Ku

939. SAILER, A.: Im Kontakt mit Randgruppen. /Maintaining contacts with gangs./

Der Schweizerische Kindergarten, 68, 1978, No.3, pp.129-130.

The author points to the relationship which exists between neglect at an early age and the later drug addiction. For this reason he calls upon kindergarten teachers to form in kindergartens an atmosphere of joy and mutual trust and to influence their charges' parents to form a similar climate in the home.

Po

12.3 Speech disorders

940. KRAMÁŘOVÁ, M. - GALBOVÁ, E.: Práce v dyslalickém oddělení a příprava dětí na školu. /Activities in a dyslalic class of kindergarten and preparing the children for school./

Predškolská výchova, 32, 1977-1978, No.10, pp. 290-291.

Dislalic departments in kindergartens have two aims: they do work in logopedics /teaching children to make correct speech sounds and correcting pronunciation defects /and prepare children for school. Children are selected for this kindergarten by the district logopedical counselling service, together with the district pedagogical and psychological counselling service. The majority of children accepted are five years old.

Teaching children new sounds and their training is done by both teachers in the time allocated to activities which the children themselves can chose. The teacher works with a single child while the other children sit quietly and play at their tables. Such play periods are not quite satisfactory for the children and for this reason they have other opportunities for games and play in the afternoon. Full use is made of playing at a specific subject, constructive games, dramatic play, games with set rules and didactical games. The program of educational activities is adjustedto the capabilities of the children. In preparations for school, the individual capabilities of children are taken into account. Logopedical work and preparing the child for school are mutually interconnected.

Po

941. MIRONOVA, S.: Organizatsiya zhizni i vospitanii zaikayushchikhsya detey. /Organizing the life and education of stuttering children./ Doshkolnoye vospitaniye, 1978, No.3, pp.21-25.

In activities with stuttering children

the same educational and teaching aims are followed as in a kindergarten for normal children. At the same time, however, the endeavours of the educators are aimed at a re-education of speech and correcting the general and speech behaviour of the children. The children take part in various educational activities, in didactical and motor games, excursions are organized, observations, etc. The article describes procedures which have been developed by the Scientific Research Institute of Defectology and on the basis of a book by R.Y. Levinova on how to overcome stuttering in preschool aged children /1975 /.

A correctly made up daily schedule and cooperation with a specialist in logopedics and with a music teacher are very important for activities with stuttering children. Between 9 and 12 A.M. the children are divided into two groups. The specialist in logopedics works always with one group for a period of one hour, while the other group is outdoors with their teacher. During the afternoon the teacher undertakes activities with the whole group, as well as individual work with children. Individual assignments for learning proper pronunciation and overcoming stuttering are done by the specialist in logopedics, but in the afternoon the teacher repeats with the children what they learnt in the morning and helps them with their excercises.

Po

942. MIRONOVA, S.: Korrekcionno-vospitatelnya rabota s zaikayushchimisiya detmi. /Corrective and educational activities with stuttering children./

Doshkolnoye vospitaniye, 1978, No.6, pp.35-38.

In working with stuttering children it is necessary to use all occasions which arise during the course of the day. The author describes an example of how during washing and dressing the children a teacher slowly and clearly describes all the activities which the children are doing and the objects they are using. She then questions the children in such a way that they can at first answer with a single word. The teacher must use the same form of speech as the specialist in logopedics during special activities undertaken individually with children. For this reason she must closely cooperate with this specialist.

Po

943. MIRONOVA, S.: Planirovaniye zanyatiy s zaikyaushchimisya detmi. /The planning of activities with stuttering children./

Doshkolnoye vospitaniye, 1978, No.8, pp.21-29.

This is another in a series of articles by the same author on the problem of preschool aged children who stutter.

A program for speech development in older preschool children who stutter is about to be published. The program covers plans for quarter year periods. This article is the first in a series written for specialists in logopedics who work with special small groups of stuttering children. During the first quarter year the children learn the simplest situational speech. In their answers to the questions put by the logopedics specialist they speak about objects which are placed in front of them. Various types of activities contribute to training situational speech, to extending and improving the children's knowledge and improving their technical skills in speech. The task of the first quarter year is to acquaint children with objects which they see, so that they are able to answer questions concerning their name, colour, shape, etc. Dealing with a single topic in various forms of activities causes the children to acquire an adequate vocabulary which can then be used in other situations. Various types of activities are described.

Fo

944. MIRONOVA, S.: Provedeniye logopedicheskikh zanyatii s zaikayushchimisya detmi. /Carrying out activities in logopedics with stuttering children./

Doshkolnoye vospitaniye, 1978, No.9, pp.45-53.

In the second quarter year children begin to master situational speech on an improved level. They are able to answer by a single word or a sentence. During activity periods they begin to learn to narrate. The questions of the logopedics expert concern the names of various objects, their shape, colour, size, individual parts and also various activities which the children have undertaken.

The course of several such activity periods are described.

Fo

945. MIRONOVA, S.: Provedeniye logopedicheskikh zanyatii s zaikayushchimisya detmi. /Carrying out activities in logopedics with stuttering children/

Doshkolnoye vospitaniye, 1978, No.10, pp.39-46.

In the third quarter the children should learn to speak in a continuous manner. Excercises require answers by whole sentences and narration without the support of the visible objects on hand. By the end of this period the children should be able to independently explain, describe and plan the suggested activities. In this they use the models provided by the expert in logopedics.

In the fourth quarter of the school year they improve their skills in continuous speech of various degrees of complexity. The children are able to answer question with whole sentences or by continuous narration, they are able to express their opinion and to draw simple conclusions. They also learn to narrate in an independent manner on the basis of various pictures and later to develop a story further. For instance they make up the ending of a story provided by the expert in logopedics.

Several such activity periods are described.

Fo

946. SCHMIDT, T.: Wilde Kinder. /Wild children./
Der Schweizerische Kindergarten, 68, 1978, No.3, pp.114-115.

An introduction to a series of articles on the problem of isolated and neglected children in which the author points to the cases described in the literature: Casper Hauser, Amala and Kamala from India and the child from the department of Aveyron in France. Because of neglect in early childhood it was impossible to later develop speech adequate to the age of the child.

Fo

947. SOLDÁNOVÁ, B.: Můj individuální přístup k dětem. /My individual approach to children./

Predškolská výchova, 33, 1978-1979, No.2, pp. 52-53.

A teacher from a kindergarten attached to a hospital points to the importance of activity periods for children in a hospital, which are actually part of the treatment. Educational work is specified according to the various parts of the hospital. The first prerequisite for successful work is to gain the trust of the child and to gain a knowledge of his or her individual specific aspects, the nature of his illness and method of treatment. This makes it possible for the teacher to approach various children in an individual manner within the framework of caring for a whole group of children.

Fo

948. VOLKOVÁ, G. - TELEZHNIKOVA, M.: Ispolzovaniye igrovoy deyatelnosti v korektsii zaikaniya u detey. /The use of play activities in the correction of stuttering in children./

Doshkolnoye vospitaniye, 1978, No.4, pp.37-44.

The authors describe a system of play and games which they use to correct stuttering. The following factors should be kept in mind: the age of the children, their specific aspects, their imitation skills, their relationship towards other children, their degree of activity and independence and also such characteristics as excitability, reservedness, negativism, nervousness, manifestations of stuttering, the degree to which they have mastered speech, their social environment and general didactical principles. The system of play includes various games with songs, motor games /with medium or small amounts of movement/, didactical games, the dramatization of verse and prose, playing puppet theatre and creative games.

Correction of the children's speech takes place in the following stages: 1. determining the situation and drawing up an individual plan of activities; 2. the maximum limitation of speech by the child so as to avoid pathological reflexes on the basis of faulty speech /a period of silence and later only whispering/; 3. children learn to speak sofly, to pronounce very clearly, to breath properly; 4. a period of questions and answers, first the children answer in unison, later individually; 5. the development of individual speech.

In conclusion two activity periods based on this system of work are described.

Po

12.5 Motor defects; laterality

949. JAKUBOVÁ-PIPÁŠOVÁ, J.: Problematika laterality. /Problems of laterality./

Komenský, 102, 1978, No.8, pp.486-490.

One of the basic educational problems at present is the problem of laterality. During education and teaching, left-handed children should be taken into account to a greater extent. Laterality is the predominance of one of a pair of organs, which are controlled by centers in the relevant cerebral hemisphere. When an attempt is made to re-train a strongly left-handed child, serious consequences may follow, which can damage the child for its whole life. Thus only left-handedness of a very weak degree can be overcome without difficulty. Left-handedness of a stronger degree can be re-trained only at the cost of personality and/or intellect damage.

Ku

950. Young Children with Special Needs.

Edited by N.Fallen and J.E. McGovern, Ohio,
Charles E. Merrill Publishing Company, 1978,
352 p.
Review: The Exceptional Children, 44, 1978, No.
6, p.455.

This book is addressed to future teachers of children between 0 and 5 years of age with slight or more acute handicaps. The authors examine the child from the point of view of its development, as well as its incapability of developing motor, cognitive, speech, social and emotional skills and the capability of self-servicing. Each chapter on development tasks is supplemented with practical information on how these skills should be developed in preschool aged children.

Hn

12.6 Diagnostics of development

951. ANTALOVÁ, J.: Mentálny a sociálny vývin detí s Downovým syndromom. /The mental and social development of children with Down's syndrome./ Psychológia a patopsychológia dieťaťa, 13, 1978, No.4, pp.291-299.
1 tab., 4 diagrams, lit.15.

The author, on the basis of her own project, and on the basis of the available psychological techniques, characterizes the mental and physical development of children suffering from Down's syndrome. She stresses that in assessing disorders of mental development, the development of the child's whole personality should be taken into accouunt.

Val

952. GIRYŃSKA, R. - GIRYŃSKI, A.: Postawy rodzicielskie matek a zachowania przystosowawcze dzieci o obniżonej sprawności umysłowej. /Parental attitudes of mothers and adaptation procedures in children with lower intelligence./

Kwartalnik pedagogiczny, 1978, No.3, pp.78-85.
1 tab.

The article reports the findings of a social psychology research project concerning 121 pupils from a special school in Warsaw. The findings indicate a relation between the mother's relationship towards her child and the process of the child's socialization. The article is also of interest from a methodological point of view, especially as far as the typology of the mother - defective child relationship is concerned.

Mi

953. HVOZDÍK, J. - ZELINA, M.: Longitudinálne sledovanie vývinu deprivovaných detí v podmienkách detského domova. /Studying the long-term development of deprived children in the conditions of a foster home institution./

Psychológia a patopsychológia dieťaťa, 13, 1978, No.1, p.43.
Lit.11.

The authors studied selected personality characteristics of 105 deprived children within a period of five years. The findings confirm the authors' main hypothesis, that the primary consequence of deprivation in early childhood is damage to the dynamic and motivational system of the personality.

Val

954. KASTEIN, S. - TRACE, B. - CARTER, S.: The Birth of LANGUAGE: The Case History of a Nonverbal Child.
Introduction by S. Carter, 3rd edition.
Springfield, Charles O. Thomas, 1977, 192 p.
26 tabs.
Review: Childhood Education, 54, 1978, No.6, p.313.

In this book the authors provide a description of the development of children since birth up to

11 years, including a child suffering from dysfunction of the central nervous system, with perception difficulties and language deviations, as well as abnormal behaviour.

Hn

13. ENVIRONMENT SURROUNDING THE CHILD: BUILDINGS, PLAYGROUNDS, AMENITIES AND FACILITIES

955. BODE, U. - RABAUSCH, K.: Gute Stube oder Familienraum ? /A room for representation or a living room for the whole family ?/

Spielen und lernen, 1978, No.6, pp.8-12.
7 figs.

The authors discuss from an architectural, as well as psychological and sociological point of view the functionality of modern housing. The majority of housing units are composed of a representative living room, which usually is not used too much and a number of smaller, single - purpose rooms. Every housing unit should have such a spatial and functional division which is in accord with the actual situation of its inhabitants; it will thus differ in families with young and with older children. As a matter of principle, the housing unit should be arranged in such a way that it provides both areas for being together and for various types of activities, as well as privacy for individuals. On the basis of several designs, the authors demonstrate alternatives for functional and non-traditional solutions for families with young children, under existing conditions of housing construction. These arrangements serve common work activities, play and leisure-time activities for all members of a household, while completely surpressing the traditional functions of representative living rooms.

Op

956. BOSHNYAKOVA, I.: S nov podkhod v obzavezhdane dvora na detskata gradina. /New approaches in designing garden areas of kindergartens./ Preduchilishtno vazpitanie, 26, 1978, No.3, pp. 39-44.
5 figs.

A garden should be designed in such a way that it lures children outdoors and is effective for rest. It should also fully satisfy the need for activity. For these reasons new creative ideas should be implemented and progressive designs and lay-outs used. The most important part of the garden is a playground for the children, which should satisfy all the needs of physical education. It should have slides made of plastics, climbing poles made of wood, from whole logs or tree stumps, new types of sand boxes which can be decorated with automobile tires painted in gay colours. Also water areas can enliven and freshen a garden, especially small decorative tanks and not too deep pools. Another important part of the garden is a place where art activities can be carried on, furnished with various tables and panels made of different materials and decorated with colourful pictures of various objects such as animals, letters or numbers.

Sv

957. BRÁZDOVÁ, E.: Hračky a výchovné zaměstnávací pomůcky v jeslích. /Toys and aids for educational activities in crèches/.
Predškolská výchova, 32, 1977-1978, No.11, pp. 312-314.
1 fig., 1 photo.

The article describes toys which are recommended for individual age groups of children. In the East Bohemian region much attention is devoted to toys and installations which serve for stays outdoors; these include a maze, bridges, ladders, a small hill, a small house. The existing standard for furnishing child health care facilities for children under three years of age /crèches/ are no longer acceptable. For this reason a list of toys and educational aids in the form of a methodological sheet has been developed for the East Bohemian region. It contains basic furnishings and installations for various parts of crèches. The age composition of the children has been a guiding factor in making up these lists, which are divided according to the educational aim and purpose of their use.

Po

958. DIEM, L.: Forderungen einer Fachfrau für einen guten, sinnvollen Spielplatz. /The requirements for a well organized and effective playground as formulated by an expert./
Der Schweizerische Kindergarten, 68, 1978, No.9, pp.380-381.

The summary of a report made to a meeting of the World Organisation for Preschool Education, which met in Bonn in 1971.

Clumsy children are not born clumsy, they become clumsy and unsure of themselves when they do not have opportunities and stimulation for motor games. Certainty in movement develops in overcoming various situations. Thus varied games with different kinds of balls and with other objects, such as skittles, cylinders, etc. are very good. Installations in playgrounds should enable children to constantly climb, crawl, swing and jump in ever new combinations. This requirement should be reflected in the lay-out and architecture of the playground. Often very good installations are taken out of playgrounds for fear of accidents.

Fo

959. DIXON, G.T.: Built Environment Education for Young Children.
Early Childhood Education, 11, 1978, No.2, pp. 41-46.
6 figs., lit.8.

In this study the author discusses a project for the design of built environments for kindergartens and basic schools. He first provides explanations for the term built environment and points to its increased use and importance in connection with a greater awareness of the importance of the environment in general for children. Problems of a built environment should be included into the curriculum of various types of schools. At a preschool age, the child acquires its first experiences in a home environment where on the basis of sensory perception, the manipulation and use of various objects and through play it becomes familiar with its immediate vicinity; this provides the child with its greatest opportunity for understanding the essence of spatial relations. The child thus comes to school with a sound knowledge of the environment which surrounds it. The task of school is to continue in providing opportunities for the child to gain information concerning the environment on the basis of play. The main task of the teacher is to select such material, which would extend the child's experiences in the course of play and enable it to perceive changes in the environment which are the result of placing objects into a more favourable or newly formed space and which are in harmony with the creative intentions of the child.

A suitable program should be formed for education towards the creation of the environment already with preschool aged children. The various units of this program should be based on an extended vocabulary concerning buildings, by developing basic notions on the planning and lay-out of buildings, their design and maitenance, as well as notions concerning their conservation and restoration. The project reported on was undertaken in cooperation with Texas State University in Austin and school districts in Texas, during 1976-1977. A preliminary study was carried out on the basis of recommendations made by architects and construction engineers, with the aim of identifying examples of architectural styles, methods of constructing housing estates and other aspects of creating an environment suitable for close scrutiny and for excursions or for ostensive demonstrations in class /showing slides, films and video-recordings/. Besides the audio-visual aids and other auxilliary material designed especially for these projects, the model of a real house on wheels, designed for the transport of material from class to class, was also available. The methodological preparation of teachers for the practical implementation of the project was carried out at special seminars, held in advance. The aim of the seminars was to provide instructions to teachers, so that they achieve an understanding of the aims and methods of the project. The project itself included two separate two-day teaching units, which were then tested in class with the aim of determining their impact among children and teachers. The first teaching unit was called Let's Build a Building and was verified in the 2nd class and in two kindergarten classes. During the project various mutually linked activities were undertaken, such as examining the vicinity of the school, the exteriors and interiors of houses, etc. The teacher pointed out interesting aspects of buildings and asked the children to think about the functional use of every room and that they make a comparison with their own homes. During excursions the children visited a housing estate under construction, which was about to be finished, with the aim of showing them in an ostensive manner how a building is gradually built. In class the children built, on the basis of their own imagination, miniature houses out of basic building materials, various paints and the tools used by bricklayers and carpenters. An important factor of the project was the taking of photographs during each excursion. The photos were then studied in class and were used individually during the childrens' construction work. The children were also asked to write or narrate stories which would describe the buildings in the vicinity and their use. In the kindergarten groups during activity periods doll houses were used, which were furnished with kitchen utensiles and dishes, with furniture, textiles and construction tools. The childrens' free play directly expressed the content of the teaching unit. The results of tests and observations indicate that the children acquired skills in identifying specific notions and in the development of positive attitudes towards understanding the influence of creating an environment upon the every day life of a person. The project was very positively assessed by the teachers, pupils and their parents, who said that the children showed an increased awareness of the environment in their own homes. The program was successful both in basic school and in the kindergartens, even if older children were better able to understand technical terms and tended to remeber them to a greater extent. In the kindergartens it was found necessary to extend the program in time, because it took longer to gain experiences with the use of various materials and to learn new words and extend the vocabulary of the children. The second project was called Old Buildings, New Buildings and was tested in the 4th class. Here it concentrated on a general study of creating an environment, both from a local and an urban point of view and also from the point of view of architectural styles in relation to history, geography and climate. The main teaching aid was a book for children which describes various examples of architectural styles and identified various buildings, discusses new uses of material and the maintenance of existing buildings, as well as the restoration and conservation of old buildings. The author also describes the practical realisation of the project in the fourth classes. An analysis of the tests taken by the children indicates that the program was positively recieved both by students and teachers. The inicial project demonstrated that this type of project should be part of the curriculum in various types of schools. At present, the public school system in Richmond is considering the use of this project. Education towards the creation of an environment in this concept can strengthen in a child an awareness of its own environment and provide a further dimension to its own discoveries and experiences gained in play. The project described in this study was carried out under the auspices of the National Trust for Historic Preservation in Washington D.C. and Texas State University in Austin.

Hn

960. DOORMANN, L.: Gedichte und Blumen ? Wir wollen mehr ! /Poetry and flowers ? We want more !/ Spielen und lernen, 1978, No.3, pp.24-26.

The author of the article, who is a representative of the democratic womens´ movement /DFI/ in Hamburg, points to a lack of equal status for women who are housewives in the Federal Republic. She stresses that the work of women in the household requires much more time than any other job, which has a specific work day. In her opinion women who are housewives have no opportunity to participate in social life and do not have the same rights as other working people. She asks that the work of housewives be made equal to other work and an increased interest on the part of society should be expressed by organizing educational facilities where women would have the opportunity of participating in the life of society.

Op

961. FAVRE, N.: *Expérienced une école á aires ouvertes* /Experiences with a kindergarten with open areas./ L'École Maternelle Française, 1978, No.7, pp.4-10. 2 tabs., 2 figs.

The article describes the design and interior decorations of a kindergarten in which traditional classrooms are replaced by workrooms which make it possible for the children to move about freely from room to room on the basis of their choice of activity. There are special rooms for physical education, for creative arts, for elementary mathematics and for preparing to learn to read and write. The article sums up the first experiences with the operation of a such a newly openned kindergarten, especially as far as inter-personal relationships are concerned /among the children mutually, between teacher and children, between parents and the kindergarten/, as well as educational problems /the purposeful and even use of the rooms/. This arrangement does not hinder the work of individual classes /which continue to meet at the beginning of the day and at the end of the day for its assessment/, but it does make it possible to carry out educational and teaching activities on the part of the teacher in a more effective and flexible manner.

Mi

962. FRIEDBERG, M.P.: *Handcrafted Playgrounds: Designs You Can Build Yourselves.*
New York, Division of Random House, 1975, 123 p.
Review: Childhood Education, 54, 1978, No.3, p. 149.

The author provides a number of suggestions on how children, together with adults, can create and make their own playgrounds.

Hn

963. FROST, J.L.: *The American Playground Movement.*
Childhood Education, 54, 1978, No.4, pp.176-182.
5 figs., lit.23.

The study provides information on the development, research and existing situation in the building of playgrounds in America. A research project with experimental programs for preschool aged children in 1960 showed that it is wrong to build only for the purpose of supporting the intellect development of preschool children. The cognition process is an integral part of the total development of children, as numerous studies have shown. Among the basic cognitive processes which actively influence the development of a child are above all *play* /Bijou 1976; Dattner 1969; Ellis 1973; Feitelson and Ross 1973; Frank 1968; Herron and Sutton-Smith

1971; Omvake 1963; Piaget 1962/, and stimulation by the environment, which makes play easier /Johnson 1935; Smilanski 1968; Slagoe 1971; Gramza 1972; Frost and Campbell 1977; Rubin 1975/. The author goes on to compare European standards for the building of playgrounds. Such playgrounds play an extraordinary role in stimulating children towards creative and playful activities. These include above all adventure playgrounds which are extensively used in Britain, Sweden and Denmark. The idea of building this type of playground was supported by D.T.H. Sõrenson in 1930; he founded a society for the building of these playgrounds for children from 4 to 17 years of age. The children played in mixed age groups and built caves, buildings, furniture and other indoor facilities. This idea was later taken up and improved upon in Britain, Switzerland, Denmark and later still in Japan and the USA. The highest quality of these playgrounds was achieved in Denmark. The author characterize in the following manner the common qualities need to fulfil the playground's functions:

1. Providing a sufficient amount of construction material.
2. Arranging that caretakers or educators who organize game activities have the qualification necessary for providing supervision to children who wish to build the playground.
3. Providing cooperation with adults, who originaly

looked upon adventure playgrounds as facilities which stimulate children towards aggression and destruction.

This is a new form of developing creative play by children with the use of natural and waste materials. The author also concentrates on the problem of the grave drawbacks which playgrounds in the USA have /Vernon 1976; A Report by the U.S. Consumer Product Safety Commission 1975/. This commission cited the number of accidents which had to seek hospital treatment or treatment by a physician /800 000 annually/ and mentions the poor facilities and insufficient care devoted to playgrounds, as well as the need for reorganising their construction. The main iniciators of innovation programs in this area are Friedberg 1970; Dattner 1969; Jonner 1976; Beckwith and Hewes 1974; Hogan 1974; Mahan 1976; Frost and Klein 1978. The University of Georgia and the University of California help schools, parents and societies in designing and building playgrounds made of waste material. At present four types of playgrounds exist: traditional, constructed for a specific purpose, adventure and creative. The author provides detailed characteristics of these types and indicates the outlooks for the development of new design projects and the possibilities of developing new types of playgrounds in Europe and above all in America, with the use of non-traditional or waste materials.

He concludes by describing the demands made upon school administrations and school bodies in the construction of these new types of playgrounds.

Hn

964. HERBINIÉRE-LEBERT, S.: *Terrains de jeux.* /Playgrounds./

L'Éducation Enfantine, 1978, No.4, pp.1-3.

The author stresses the necessity of building a playground for each kindergarten, where the children would have the opportunity of fully developing their games and play. She formulates basic demands made upon the playground area.

Mi

965. HOGAN, P.: *Playgrounds for Free: The Utilization of Used and Surplus Materials in Playground Construction.*

Cambridge, M.I.T. Press, 1974, 252 p.
Review: Childhood Education, 54, 1978, No.4, p. 204.

The author in this book provides instructions for the use of used or surplus materials /spools, tubes, rods, tires, kettles, logs/ for the building of playgrounds. He provides a survey of playground building throughout the world and defends his opinion that financially inexpensive playgrounds should be built, but of a quality which will actively support children in creative play.

Hn

966. HORA, D. - DVOŘÁČEK, V.: Otazníky kolem dětských hřišť. /Question marks concerning playgrounds for children./

Domov, 1978, pp.41-43.

An architect and a psychologist here discuss how a playground for children should look, what contemporary playgrounds are like and what children most often do when playing at a playground. They also discuss what is usually lacking in playgrounds and what the children should have.

Children need an environment which would stimulate their imagination and perception and provide sufficient free space for games and play.

Ku

967. MARTI-FREY, E.: Wie entsteht ein Kinderspielplatz. /How a playground develops./

Der Schweizerische Kindergarten, 68, 1978, No.9, pp.373-375.
3 photos.

In a community of 700 inhabitants the citizens worked together and during less than a year they built a playground for children. It has a quiet corner for story telling, a little house for playing at house-keeping, mazes, a slide and a castle.

Fo

968. Metodický pokyn Vládního výboru pro bezpečnost silničního provozu ČSR k zajišťování jednotné koncepce budování a využívání dětských dopravních hřišť. /Methodological instructions of the Government Committee for the Safety of Road Traffic in the Czech Socialist Republic for the implementation of a uniform concept of building and using traffic playgrounds for children./

Učitelské noviny, 28/81/, 1978, No.21, p.9.

These methodological instructions concern above all the function and nature of traffic playgrounds for children. It also includes the concept of organizing permanent and mobile traffic playgrounds, their various types and the facilities they have, the organization of training at these playgrounds, their supervision and assessment and finally specialized training for educators who run the playgrounds. These methodological instructions become effective on January 1st 1978.

Hn

969. K svedeniyu zaveduyushchikh. /Information for kindergarten directors./

Doshkolnoye vospitaniye, 1978, No.6, pp.81-84.
3 figs.

Information and drawings of tools and implements for gardens in kindergartens.

Fo

970. MUGGLIN, G.: Die Gestaltung von Spielplätzen für Kindergarten. /Playground facilities for kindergartens./

Der Schweizerische Kindergarten, 68, 1978, No.9, pp.381-391.
3 photos, lit.10.

The layout and facilities of a playground should receive the same attention and care as the furnishings and interior decorations of the kindergarten itself. The playground should provide children with the opportunity for games and play, which both support their correct development. The author stresses three types of play - movement games, play with a specific subject-matter and creative play on the basis of some material. The garden of the kindergarten should serve for the purpose of developing movement games, stimulate walking, running, maintaining equillibrium /on various balancing beams and grids/, jumping and crawling /through mazes/, swinging /on various types of swings/, sliding, throwing and catching, and games with water. For play on a specific subject-matter there should be quiet corners and pavillions with various accessories for play. Creative play with some material is best developed in a sandbox. Children can also play with various natural materials or waste materials. Also walls are recommended, on which children can draw. To obtain greenery it is best to plant trees and shrubs which grow quickly, such as willows and lilacs, as well as those which have edible fruits, for instance hazel bushes or cherry trees.

Fo

971. POLÁCHOVÁ, B.: Vybavení mateřských škol. /Furnishings in kindergartens./
Predškolská výchova, 33,1978-1979, No.1, pp.10-11.
3 photos.

Several suggestions are described for

the furnishing of kindergartens so that didactical, audio-visual and other aids can be properly stored and at the same time be readily available for use. The suggestions include a set of cupboards with transparent shelves, a cupboard on wheels, etc.

Fo

972. RABAUSCH,K.: Wohin mit dem grossen Spielzeug ?
/What to do with large toys ?/

Spielen und lernen, 1978, No.4, pp.74-75.
6 figs.

An interior decorator makes various suggestions for storing toys in the limited area provided by modern housing. It is assumed that childrens' rooms have 10 m^2 for a single child and 14 m^2 for two children. Some very original solutions are suggested, for instance a panel lowered by ropes from a poition near the ceiling or the use of the space found under beds.

Op

973. RABAUSCH, K.: Wohin mit dem grossen Spielzeug ?
/What to do with large toys ?/

Spielen und lernen, 1978, No.5, pp.76-77.
6 figs.

The contimuation of practical suggestions for storing toys. The author recommends using the area under the ceiling, over closets, next to tables, etc.

Op

974. RABAUSCH, K.: Ein Fenster im Windschutz. /A window protected form the wind./

Spielen und lernen, 1978, No.6, pp. 70-71.
4 figs.

The author provides various suggestions for making use of a balcony in an apartment house for various kinds of activities, which include the cultivation of decorative plants. She suggests installing a simple installation for protection from the sun and wind and inexpensive furniture /a folding table and stools/.

Op

975. RABAUSCH, K.: Plätze zum Lernen und Spielen. /A place for study and play./

Spielen und lernen, 1978, No.8, pp.68-69.
2 figs.

An interior decorator makes various suggestions, especially for parents of children about to enter the 1st class of school, on how to arrange the child's room so that it has a place to study, but can still satisfy its strong urge to play. Separating a place for study and a place for play helps to form work habits and improves the child's concentration. The author also provides various other tips concerning various small items which should not be overlooked, because they can help the child to do its work properly /where to put school things, the proper illumination of desks for left-handed children, a bulletin board, drawings, etc./.

Op

976. RABAUSCH, K.: Schöne bunte Patchwork-Decken.
/Making colourful patchwork quilts./
Spielen und lernen, 1978, No.9, pp.78-82.
3 figs.

An interior decorator provides instructions on making colourful and original bed spreads and/or curtains out of the remnants of fabrics. She cites basic aesthetical principles for making up patterns and practical advice on how to proceed.

Op

977. RABAUSCH, K.: Ein familienfreundlischer Flur. /A cosy hall./

Spielen und lernen, 1978, No.11, pp.110-112. 4 figs.

The author makes various suggestions for useful and effective decorations and furnishing of halls in new appartment houses, so that they serve all members of the household. She reminds parents that they should keep the needs of their children in mind - they need the facilities to be able to put away their things by themselves and space enough to be able to dress comfortably. Parts of larger halls can be used as a play area or for the storage of toys.

Op

978. RABAUSCH, K.: Ein Schaukelpferd. /A rocking-horse./

Spielen und lernen, 1978, No.12, pp.100-101. 5 figs.

Instructions for making a rocking-horse where the children can participate in making this toy. This is a modern, aesthetically conceived approach, which makes this traditional toy into an integral part of the interior decorations of a child's room ~~and~~ can be put to multiple uses.

Op

979. RAABE, B.: Den Aufenthalt der Kinder im Freien interessant uns inhaltsreich gestalten.
/Making childrens´ stays outdoors interesting and comprehensively enriching./

Neue Erziehung im Kindergarten, 30, 1978, No.5, pp.9-14.

The author stresses the importance of stays outdoors from the point of view of health-care, as well as cognition, and on the basis of her own experience cites examples of how to make childrens´ stays outdoors interesting. She acquaints the reader with the requirements of basic facilities for playgrounds for each age group in a kindergarten; besides traditional facilities the playground also should have sandboxes, mazes and swings, as well as large boxes with various materials and tools for playing, material for various art education activities, for construction play and others. The range of activities which the children can take up outdoors can thus be extended and the majority of activities contained in the program of activities can be undertaken outdoors, in the fresh air.

Op

980. SHEYTANOVA, T.: Deteto ot preduchilishtna vazrast i problemite na opazvaneto na okolnata sreda. /The preschool aged child and problems of protecting the immediate environment./

Preduchilishtno vazpitanie, 26, 1978, No.4, pp. 36-41.
1 photo.

The author discusses activities with preschool aged children which aim at protecting the immediate environment of the children, from three different points of view: the cognitive, aesthetical and moral. In the first aspect the author concentrates on requirements in the area of knowledge concerning nature and its conservation. She then examines nature conservation from the point of view of aesthetical education. The third, moral aspect is discussed from the point of view of forming in the child an ethical attitude towards nature.

Kr

981. TÓTHNÉ-ANDRÁSI, M.: Első lépések környezetünk felfedezése és megóvása érdekében. /First steps in discovering the environment and its conservation./
Óvodai Nevelés, 31,1978, No.10, pp.386-388.

Conservation of the environment is becoming one of the priorities of mankind. It is warrented to arouse an interest in this problem already at a very early age. The author describes forms and methods of education in this area. The first step is to introduce children to nature, its beauties, usefullness and also negative aspects of the contemporary environment such as noise, air pollution, waste, etc. Gradually the children form their own opinions and attitudes.

Va

982. VELEK, J.: Dětská hřiště pro děti. /Playgrounds for children./

Domov, 1978, No.1, pp.24_27.
10 figs.

The author in this article discusses the function and purpose of playgrounds for children. He stresses the functional and educational importance of good quality playgrounds and cites examples of the commendable use of a forest park for the construction of an adventure playground for children in the town of Horní Slavkov near Karlovy Vary, which was built with the help of the local chemical plant. The author goes on to provide a historical survey of the construction of these adventure playgrounds /or Robinson Crusoe playgrounds/ throughout the world and the influence of good quality playgrounds for children in decreasing juvenille deliquency. In Czechoslovakia the first adventure playgrounds were built six years ago /in Olomouc 1969 - design by J. Finger; in Šumperk - design by V. Bláha from the Pedagogical Research Institute in Prague; in Ostrava and in Brno-Lískovice/. However, their further development was an unhappy one - in the majority of cases they were destroyed by adults. The author in conclusion provides a survey of competitions for draft designs for the construction of a good quality playground which are now underway.

Hn

983. VELEK, J.: Jesle, školky pro kluky i holky.
/Crèches and kindergartens for boys and girls./

Domov, 1978, No.2, pp.27-29.
8 figs.

The article provides information on the festive openning of a kindergarten and crèche in the town of Prachatice, which was designed by Libor Erben from the Stavoprojekt enterprize in České Budějovice. This is a building complex which is un-traditional because of its very differentiated and broken up exterior. The wings of individual disposition and construction units thus provide various areas for childrens´ play, which are either semi-closed or entirely open: some of them are open to sunshine and some are shaded. The children enter individual classrooms directly and the staff enters from entrances from the administrative part of the complex and arrives in the classrooms through halls which branch off from the administrative part of the building. The entrances for the children contain a small vestibule, cloakroom and washroom and lead to workrooms and playrooms. The whole building complex is based on the construction system produced under licence from the British firm Trusteel. The simple method of assembly of the building made it possible to open the kindergarten and crèche only one and a half years after beginning its construction. The interior decorations had to be fited with various furnishings available on the market and with the help of the local Communal Services. The kindergarten and crèche were built by the firm Pozemní stavby from České Budějovice and furnished by the local National Committee. In the interior, the most interesting is the division of the area of playrooms. Four pillars with wood covering support an intermediary ceiling which is used as a storage space for toys. Each playroom has four panels hung from the pillars, which have been decorated by the painter J. Fixel and include a sun whose rays the children can move about, rails which have birds and insects which the children can move about in the crown of a tree, and they can make up human figures from various elements, etc. This kindergarten and crèche are part of a modern housing estate and are the outcome of endeavours on the part of its young designers and creators to help young mothers in educating preschool aged children.

Hn

984. VETSCH-PFINSTER, B.: Gefunden : Traumspielplatz, der keine Wünsche offen lässt. /Found: a dream playground which fulfills all wishes./

Der Schweizerische Kindergarten, 68, 1978, No.9, pp.391-395.
3 photos.

The author expresses the requirements which an ideal playground should provide and which include a natural environment, support of the childrens' ingenuity, as well as joy from being active. The author describes the garden of a private house which fulfills all these requirements and could serve as a source of inspiration for a public playground. It includes an open area, quiet corners, walls, trees and has the necessary material for use in play such as boards, bricks, clay, an old car which no longer functions, etc.

Fo

985. VOIGT, E.: Zum Mitwachsen ! /It will grow with us !/

Spielen und lernen, 1978, No.12, p.106.
3 figs.

The author provides information on the project of an interior decorator from Bremen who has developed the prototype of modular parts for putting together the furniture in a child´s room. The modules can easily be changed about, its assembly is very simple and provides a number of alternatives, which take into account the child´s changing requirements. Some of the elements can also be used to assemble toys /a train, a puppet theatre/.

Op

986. ZINSLI, C.: Was haben unsere Kinderspielplätze zu ersetzen ? /What should our playgrounds replace ?/

Der Schweizerische Kindergarten, 68, 1978, No.9, pp.395-397.

Children need for their play, among other things, also sufficient space. Under the influence of contemporary life styles this space is being constantly limited. While it is true that on housing estates an increasing number of well designed playgrounds are being built, they nevertheless often remind one of a gymnasium. Nature is cultivated only in an artificial manner. The author recalls excursions undertaken with children in a village to the local stream and how the children were able to play there. He advocates that playgrounds provide children with more space and more open nature.

Fo

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